



*Discovering Life in all its fulness. John 10.10b*  
*Hesed + Hamdah + Honesty + Horizons*

Intent - What are we trying to achieve through our curriculum?

Implementation - How do we deliver our curriculum to the children in our school?

Impact - How do we monitor the difference our curriculum is making to the children in our school?

**Intent of our curriculum**

**Qu 1: What is the body of knowledge and skills which form the extent of the curriculum?**

Our school vision - Discovering life in all its fulness. John 10:10b

As a church school our Christian school values are - Hesed, Hamdah, Honesty and Horizons

At Lindridge we recognise children's prior learning, within the context of our small schools' rural community to provide first hand learning experiences, access to some experiences such as large art galleries or theatres may prove a challenge.

We enable the children to develop personal skills through our school values and encourage building resilience to become creative and critical thinkers.

At Lindridge, every child is recognised as being a valued individual. Learning is underpinned by the teaching of basic skills, knowledge, concepts and values which are enhanced through enrichment activities which further engage our children's passion for learning.

At Lindridge, we believe that all our children can exceed and excel in anything, regardless of background and starting points.

English and Maths Knowledge and Skills		Subject specific knowledge and wider curriculum skills		Personal skills		Values
Content - National curriculum		Content - National curriculum		Content - Ready, Respectful and Safe Behaviour Strategy, Mental Health and Well-being Pupil Voice		Content - British values/ spiritual, moral, social and cultural development [SMSC]
Listening for attention	Number real life uses, application, purpose	Religious Education	Physical Education	Leadership	Resilience - Mental well-being	<u>Our School values are:</u> Hesed Hamdah Honesty Horizons
Speaking for understanding	Calculation real life problem solving	Science	Music Performing arts	Commitment	Aspiration and Pride	
Handwriting comfortably	Measurement	History	Modern Foreign Language - French	Independence and Self - reliance	Team work	
Reading - Promoting a love of reading	Fractions and decimals	Geography	Forest School	Healthy Relationships	Courageous Advocacy	<u>The five British Values are:</u> Democracy. The rule of law. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs
Writing - promoting a purpose for writing	Geometry	Art and Design	Personal, Social, Health and Emotional education			
Grammar, Spelling, Punctuation and Phonics	Algebra	Design Technology				
Extra-curricular provision		Residential visits, visitors, Educational trips, 'Wow' days - Inspiration Days at the start of topic and Celebration Days at the end 'Come and Share Events'- Parents and carers invited into school to share learning.				



Implementation of our curriculum

Qu 2: How will our curriculum be designed, organised and delivered?

Subject Expertise	Thematic learning	National Curriculum Coverage	Skills and knowledge
Link to both secondary schools which we feed into for sporting activities and use of specialist equipment and teachers. Peripatetic music teachers for 1:1 music tuition.	Foundation subjects - History/Geography/Art and Design as well as Science to be thematic drivers for key themes but where subjects cannot be linked easily to be taught stand alone. Retention of knowledge as well as a specific progression of skills acquired across the curriculum and year groups. Pupil voice is regularly collected on views around pupil learning and the curriculum.	EYFS framework and development matters document. National Curriculum RE Worcestershire syllabus for RE Understanding Christianity for RE White Rose Maths Syllabus Morell's Handwriting Programme RWI is our chosen phonics scheme to which we have fidelity.  All subject leaders monitor coverage of knowledge, learning and skills throughout the year.	Whole school curriculum plan based on two year rolling programme to be adapted accordingly. Half termly plans for thematic topic. Medium Term planning identifies knowledge and skills to be taught through the theme in specific national curriculum subject areas. Planning for English and mathematics to be completed accordingly following a sequence of lessons. Statutory assessments for core subjects as well as termly assessment for reading and maths. Non-core subjects to be teacher assessed against National Curriculum age related expectations.
What will the timetable look like?	Timetables are flexible to ensure relevant teaching and learning following assessment for learning.		
	Core subjects of Maths, and English are mainly taught in the morning sessions. Foundations subjects are taught weekly. DT sessions may be grouped as a block within a timetable depending on the thematic driver focus.		
	Inspiration days/Themed weeks are also planned in throughout the academic year e.g. safety week, healthy week, book week, Victorian Day.		
	Two Whole School Projects: Two Year Rolling Programme 2023 Year B Lindridge Local Study [History and Geography] 2024 Year A Studying a chosen piece of Art [Art + other relevant curriculum areas depending on artwork]		

Qu 3: How will we ensure curriculum and skills progression?

Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values - taught & developed through wider curriculum
Staff know children's starting points as previous year or key stage. They know where the children need to reach at the end of the year. All have high expectations. In house moderation/standardisation and working within phases to moderate and gain understanding of the curriculum coverage. Links with cluster schools for moderation and standardisation sessions.	RE - Understanding Christianity resource. AFL through marking and feedback. Subject leaders monitor through action plans. Non-core subjects assessed through teacher assessment against the national curriculum requirements for end of key stage.	Our Christian values are embedded within the school. High expectations of children's academic and learning behaviours throughout the school. EYFS characteristics of effective learning. Ready, Respectful, Safe Strategy promotes high behavioural expectations. Health & wellbeing includes mindfulness, music, breathing techniques, yoga, talking about feelings culture. Prefect Team continue this work throughout the school.	Our thematic planning shows opportunities for SMSC, our Christian values and British values. These permeate the whole curriculum across the school. Links to Health & Wellbeing - being healthy in our bodies and our minds.
Reinforcement and consolation through repetition of key facts, skills and knowledge. Learning is embedded and can be transferred to other areas.			



**Qu 4: How do we ensure that the curriculum meets the needs of all groups of pupils within the school?**

Higher, Middle and Lower Attainers	Disadvantaged pupils	SEND and vulnerable groups [e.g. EAL, Traveller pupils]	Boys and girls; New arrivals and pupils who need to catch up
<p><u>Class provision maps highlight individual needs.</u></p> <p>Stretch and challenge expectation, enrichment, for more able pupils.</p> <p>Support strategies for LAPs</p> <p>Pre and Post teaching intervention opportunities.</p> <p><u>Planning learning opportunities which include scaffolding and challenge to enable appropriate access to the lesson objective and success criteria.</u></p> <p>Opportunities for greater depth through use and application of key skills in learning.</p> <p>Targeted booster invitation only sessions.</p>	<p>Nurture groups and activities for a tailor-made flexible curriculum for children with specific needs including SEMH.</p> <p><u>Enrichment provision for more able and disadvantaged.</u></p> <p>Vulnerable learner meetings carried out by SENDCO with staff.</p> <p>Parents and pupils targeted through structured conversation invitations.</p> <p>Narrowing achievement gap in Reading, Writing and Maths through Pupil Progress Meetings.</p>	<p>Staff monitor and track all pupils within class.</p> <p>Assessment for learning is in place across the school and caters for all learners within lessons.</p> <p>Thematic approach to writing grabs the reluctant writers through giving them a purpose and audience.</p> <p><u>Homework supports and challenges pupils appropriately in the core subject areas.</u></p> <p>Invitations are sent out to targeted pupils to attend booster sessions and/or 1:1or3 tutor sessions, which include in-school led tutoring.</p> <p>Assessment of those new to school starts immediately - this enables appropriate level work to be given.</p> <p>All staff use time effectively within the day to pre/post teach according to outcomes and ongoing assessment.</p> <p>Class teachers and teaching assistants carry out interventions in class within and additional to lessons.</p>	

**Qu 5: How do we monitor and know the quality of teaching and learning within the curriculum?**

Teacher subject knowledge	Subject specialists:	Differentiation, match of work	Resources
<p>Head teacher carries out regular teaching and learning monitoring.</p> <p>Learning Walks</p> <p>Book Looks</p> <p>Pupil Voice</p> <p>Subject leaders also carry out regular monitoring of their subjects across school through; Learning walks, Book Looks and Pupil interviews.</p> <p><u>Link Governors also carry out regular monitoring of their subjects across school through; strategic meetings which question and challenge staff and provide an opportunity for professional dialogue.</u></p>	<p>Peripatetic 1:1 and group music lessons.</p> <p><u>Tenbury OAT Academy High</u></p> <p>School provide PE lessons/sports coaching and CPD for teaching staff.</p>	<p>Questioning (Blooms Taxonomy)</p> <p>Pace of learning</p> <p>Quality of pupils work and progress</p> <p>Pride in displays of work</p> <p><u>Individual targets are set in English and Maths in the children's books.</u></p> <p>Success criteria differentiated to meet needs of pupils - 'must, could, should'</p> <p>Work is matched at the pupil's need rather than year group specific.</p>	<p>Resources meet the needs of learners.</p> <p>Additional resources are provided for support and challenge.</p> <p>Pupils access resources independently in well organised and tidy learning environments.</p> <p>Teaching assistants are deployed effectively to observe, support, extend, and lead teaching of individuals, class and groups.</p>



Qu 6: How do we assess the impact of the curriculum on our pupils?			
Outcomes: English and Maths	'Next year readiness'	Pupil attitudes to work	Pupils live out our values
<p>Statutory tests at the end of Key Stage 1 and 2.</p> <p>Scholar pack assessment tracker completed for reading, writing and maths.</p> <p>EYFS Venn diagrams are used for attainment and progress.</p> <p>RWI screening used to track Phonic progress</p> <p>Use of the Engagement Model and Pre-Key Stage Standards.</p> <p>Scholar pack assessment tracker Pupil Conferencing Book Looks</p> <p>Local Authority School Improvement Advisor external review.</p> <p>Moderation and standardisation in house and across cluster and beyond.</p>	<p>Bold beginnings - EYFS to Y1 readiness.</p> <p>Transition meetings between class teachers.</p> <p>Transition meetings between class teachers and SENDco.</p> <p>Teaching staff meet half termly for Pupil Progress Meetings with head teacher.</p> <p>In school moderation meetings Cluster and beyond moderation meetings.</p> <p>Secondary school transition opportunities - teacher meets and open days.</p> <p>Meet the new teacher evening for parents to meet new class teacher.</p>	<p>Pupil Conferencing with teachers provide an opportunity to share pupil attitudes.</p> <p>Associate governor reports from leadership team.</p>	<p>Our school core Christian values are embedded across the school.</p> <p>Pupils who show or emulate our school values receive values stickers and certificates.</p> <p>British values are also evident in their actions, attitudes and relationships with both adults and peers in school.</p> <p>Showing they are ready, respectful and safe is also recognised as we praise in public but reproach in private.</p>
<p>When pupils leave primary school are they 'secondary ready' with relevant knowledge, skills, aptitudes, attitudes/ values?</p>	<p>Transition arrangements and additional transitions for pupils with needs.</p> <p>High expectations throughout for presentation of self and work produced.</p> <p>Ongoing opportunities to be responsible for self/positions across the school.</p> <p>All year-round links with feeder secondary school.</p> <p>Y6 Leadership Award</p> <p>Head teacher works with Head from surrounding high schools as a cluster also.</p>		
<p>How, and what forms of assessment are used to move pupils' learning on and evaluate curriculum success?</p>	<p>Termly tracking - EYFS Venn Diagrams, Scholar pack assessment tracker, Pupil Progress meetings, 'on track' assessment for learning, marking and feedback.</p> <p>Vulnerable learner meetings held each half term with SENDCO to identify barriers and progress.</p> <p>Case studies completed for those pupils who make limited academic progress but emotionally/socially have made significant steps.</p>		

Qu 7: Who is responsible for the curriculum, its review and evaluation, and its impact?			
Head teacher and Senior Leaders	Subject Leaders	Class Teachers	Governors:
<p>Design and organisation of the curriculum - meeting statutory requirements, whilst being both visionary and inspirational, yet measured.</p> <p>Non-Negotiables for curriculum style, coverage and expectations.</p> <p>Monitoring of teaching and learning by subject leaders and head teacher.</p> <p>Regular monitoring of books.</p> <p>Monitoring, evaluation and training half termly schedule followed by subject leaders.</p>	<p>Planning - Long-term plans monitored by subject leaders.</p> <p>Whole school subject progression of knowledge and skills tracking in medium term plans and long term planning.</p> <p>Resources, accountability for monitoring of standards</p> <p>Review, evaluation and action planning for improvement.</p> <p>Subject leader action plans linked to School Development Plan.</p>	<p>Subject knowledge, planning, organisation and delivery.</p> <p>Pace of learning; resources</p> <p>Pupil outcomes and achievement (Acquisition of skills/knowledge across curriculum); Standards.</p>	<p>Joint monitoring with SLT</p> <p>Quality assurance</p> <p>Governor monitoring visits linked to SDP and groups of pupils.</p>
			<p>Pupils:</p> <p>[A] Pupil questionnaires and survey</p> <p>Y6 Prefects</p> <p>Y6 Archbishop of York leadership Award</p> <p>Y5 Collective worship team</p>