

Lindridge St Lawrence CE VA Primary School and Nursery

Discovering Life in all its fulness. John 10:10b

Hesed + Hamdah + Honesty + Horizons



Our Curriculum Offer

Our church school vision is 'Discovering life in all its fulness.' John 10:10b

Our values support our vision, they are 'Hesed, Hamdah, Honesty and Horizons'

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

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.

Curriculum Intent

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

*Our curriculum is designed to provide a broad, balanced, and ambitious education that nurtures academic achievement, personal growth, and spiritual development. Rooted in the **National Curriculum**, it prioritises core subjects **English and Maths** while offering a wide range of foundation subjects including **Science, History, Geography, Art, Design Technology, Music, Performing Arts, PE, RE, and French**.*

*We focus on developing **subject-specific knowledge, wider curriculum skills, and essential personal attributes** such as **resilience, leadership, independence, teamwork, and aspiration**. Our approach promotes **positive mental health, healthy relationships**, and a love of learning through real-life application and purposeful experiences.*

Our values-led curriculum is shaped by our distinctive Christian ethos and school values—**Hesed, Hamdah, Honesty, and Horizons**, alongside the **British Values** of **democracy, rule of law, individual liberty, mutual respect, and tolerance**. We embed **SMSC development** throughout all areas of learning.

Enrichment is central to our offer, with **extra-curricular clubs, residentials, educational visits**, and themed **‘Wow’ Days** and **Celebration Days**. We actively involve families through **‘Come and Share’ events**, fostering a strong school community.

Our curriculum is designed to inspire, challenge, and prepare children for life, academically, socially, and spiritually.

Curriculum Implementation

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

Our curriculum is carefully designed and delivered to ensure depth, progression, and engagement across all subjects. It is rooted in the **National Curriculum** and enhanced by specialist programmes such as **White Rose Maths, RWI Phonics, Purple Mash Computing, SCARF PSHE, GET SET 4 PE, and Kapow Music and Science**. In EYFS, we follow the **Development Matters** framework.

We use a **two-year rolling programme** with thematic learning driven by subjects like **History, Geography, Art, and Science**, while ensuring standalone teaching where links are not natural. Core subjects, **English, Maths, and RE** are taught daily, with **Science, PE**, and foundation subjects delivered weekly or in blocks. **Project days** and **whole-school themed weeks** enrich the curriculum throughout the year.

Specialist input includes **peripatetic music teachers** and partnerships with local secondary schools for **sporting activities** and access to specialist equipment and staff.

Planning is structured at long-term, half-termly, and weekly levels. Assessment includes statutory tests, termly PIRA and PUMA assessments, and teacher judgements for foundation subjects. Subject leaders monitor coverage, progression, and standards across the curriculum.

Timetables remain flexible to respond to pupil needs and assessment outcomes. **Pupil voice** is regularly gathered to inform curriculum development and ensure it remains relevant, engaging, and inclusive.

Ensuring Curriculum and Skills Progression

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

We ensure clear progression across our curriculum by building on pupils' starting points and setting high expectations for all learners. Staff use prior assessment data and in-house moderation to understand where children are and where they need to be, supported by collaboration with cluster schools for wider standardisation.

Core skills in **English and Maths** are taught in age-appropriate, functional contexts, while **non-core subjects** follow a structured progression of knowledge and skills aligned with the **National Curriculum**. Teacher assessments track progress in foundation subjects at the end of each unit and key stage.

Personal development is nurtured through consistent role modelling, high expectations, and our **Ready, Respectful, Safe** behaviour strategy. Our **Christian values**, alongside **British values** and **SMSC**, are embedded across the curriculum and reinforced through thematic planning and daily practice.

We promote **positive mental health and wellbeing** through peer mentoring, Mental Health Champions, and a supportive school culture. In EYFS, the characteristics of effective learning guide children's development through play-based experiences.

Progression is supported by **Assessment for Learning**, regular feedback, and subject leader monitoring. Repetition and reinforcement of key knowledge and skills ensure learning is embedded and transferable across subjects and contexts.

Meeting the Needs of All Learners

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

Our curriculum is designed to be inclusive, adaptive, and responsive to the diverse needs of all learners. Through **class provision maps**, staff identify and plan for individual needs, ensuring appropriate support and challenge for **higher, middle, and lower attainers**, as well as **SEND, disadvantaged, EAL, Traveller, and new arrival** pupils.

We use **adaptive teaching, pre- and post-teaching interventions, and enrichment opportunities** to stretch more able learners and support those needing to catch up. **Nurture groups** and tailored activities provide flexible learning pathways for children with specific needs, including SEMH.

Progress is monitored through **Pupil Progress Meetings, vulnerable learner reviews, and ongoing assessment for learning**. Staff use high-quality texts and purposeful writing tasks to engage reluctant writers, while homework reinforces and consolidates core learning.

New pupils are assessed promptly to ensure work is matched to their level. Interventions are delivered both within and beyond lessons by teachers and teaching assistants. Our inclusive approach is supported by a culture of **high expectations**, **positive behaviour**, and a strong focus on **mental health and wellbeing**, with **Peer Mentors** and **Mental Health Champions** playing a key role.

Monitoring the Quality of Teaching and Learning

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

We ensure high-quality teaching and learning through regular and rigorous monitoring led by the **headteacher**, **subject leaders**, and **governors**. This includes **learning walks**, **book looks**, **planning reviews**, and gathering **pupil voice**. External reviews from the **Local Authority School Improvement Advisor** and the **Diocesan Education Team** further support our quality assurance.

Staff demonstrate strong **subject knowledge**, supported by **specialist input** such as **peripatetic music teachers** and **PE coaching** from Tenbury High School, which also provides CPD for staff.

Adaptive teaching is central to our approach, with strategies tailored to meet individual needs. This includes differentiated instruction, rephrasing content, using visual prompts, and providing exemplars to clarify expectations. Temporary groupings and targeted scaffolding ensure all learners are supported and challenged.

Resources are well-organised, accessible, and matched to learners' needs. **Teaching assistants** are effectively deployed to support, extend, and lead learning across the school.

Together, these strategies ensure a consistent, inclusive, and high-quality learning experience for every child.

Assessing Curriculum Impact

Qu 6: How do we assess the impact of the curriculum on our learners?

We assess the impact of our curriculum through a combination of **statutory assessments**, **ongoing tracking**, and **qualitative measures**. Attainment in **English and Maths** is monitored using statutory tests, **EYFS trackers**, **phonics assessments**, and **termly progress reviews**. For learners working below age-related expectations, we use the **Engagement Model** and **pre-Key Stage Standards**.

Regular **Pupil Progress Meetings**, **book looks**, **pupil conferencing**, and **moderation sessions**—both in-house and across cluster schools—ensure consistency and accuracy in assessment. Transition readiness is supported through structured meetings between teachers and SENDCOs, and through strong links with **secondary schools**.

We also evaluate the curriculum's impact on **pupil attitudes, values, and personal development**. Learners are recognised for living out our **Christian and British values**, and for demonstrating positive behaviours through our **Ready, Respectful, Safe** ethos. Certificates, stickers, and praise reinforce these qualities.

Assessment for learning, marking, and feedback are used daily to move learning forward. Vulnerable learners are closely monitored through termly meetings and case studies that capture both academic and emotional/social progress.

Ultimately, we ask: are our learners '**next year ready**' academically, socially, and emotionally and prepared for the next stage of their education?

Curriculum Responsibility and Evaluation

Qu 7: Who is responsible for the curriculum, its review and evaluation, and its impact?

Responsibility for the curriculum is shared across the school community, ensuring it is well-designed, effectively delivered, and regularly reviewed for impact.

The **headteacher and senior leaders** oversee the curriculum's strategic direction, ensuring it meets statutory requirements while remaining visionary and inclusive. They lead on monitoring teaching and learning, evaluating pupil outcomes, and maintaining high standards.

Subject leaders are responsible for planning, progression tracking, resource management, and aligning their subject action plans with the **School Development Plan**. They monitor coverage, standards, and pupil achievement through regular reviews and moderation.

Class teachers ensure high-quality delivery through strong subject knowledge, effective planning, and adaptive teaching. They assess pupil progress and contribute to curriculum evaluation through **Pupil Progress Meetings** and collaborative moderation.

Governors play a key role in curriculum oversight through monitoring visits, quality assurance, and strategic evaluation linked to school priorities and learner groups.

Learners also contribute through **pupil questionnaires, peer mentoring**, and leadership opportunities such as the **Archbishop of York Leadership Award**, helping shape a curriculum that reflects their needs and values.