Lindridge St Lawrence CE VA Primary School

Our Whole School Curriculum Offer 2022-23



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

Intent - What are we trying to achieve though 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 fullness. 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.

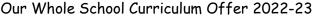
We enable the children to develop personal skills through our school values and encourage building resilience to become creative and critical thinkers.

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 | | Person | al 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 | Our School values are: Hesed Hamdah Honesty |
| Speaking for understanding | Calculation real life problem solving | Science | Music Performing arts | Commitment | Aspiration and Pride | Horizons |
| 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 | The five British Values are: Democracy. The rule of law. |
| Writing - promoting a purpose for writing | Geometry | Art and Design | Personal, Social, Health and Emotional education | | | Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs |
| 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. | | | | |

Lindridge St Lawrence CE VA Primary School Our Whole School Curriculum Offer 2022-23

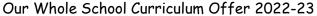




| Implementation of | | | | | |
|--|---|---|---|---|--|
| | | designed, organised and delivered? | National Curriculum Coverses | Skills and knowledge | |
| Subject Expertise Link to both secondary schools which we feed into for sporting activities and use of specialist equipment and teachers. Peripatetic music teachers for 1:1 music tuition. | | Thematic learning 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. | National Curriculum Coverage 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. | Skills and knowledge 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 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 | | | | dations subjects are taught | |
| like? | Inspiration da book week, Vic Two Whole Sc 2023 Year B L | kly. DT sessions may be grouped as a block within a timetable depending on the thematic driver focus. iration days/Themed weeks are also planned in throughout the academic year e.g. safety week, healthy week, week, Victorian Day, Whole School Projects: Two Year Rolling Programme 3 Year B Lindridge Local Study [History and Geography] 4 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 | Progression of non-core | Personal skills developed by | Values - taught & developed | |
| skills in English and Maths | subject skills | role models & expectations | through wider curriculum | |
| Staff know children's starting | RE - Understanding Christianity | Our Christian values are | Our thematic planning shows | |
| points as previous year or key | resource. | embedded within the school. | opportunities for SMSC, our | |
| stage. They know where the | AFL through marking and | High expectations of children's | Christian values and British | |
| children need to reach at the | feedback. | academic and learning | values. | |
| end of the year. All have high | Subject leaders monitor | behaviours throughout the | These permeate the whole | |
| expectations. In house | through action plans. | school. | curriculum across the school. | |
| moderation/standardisation and | Non-core subjects assessed | EYFS characteristics of | Links to Health & Wellbeing - | |
| working within phases to | through teacher assessment | effective learning. | being healthy in our bodies and | |
| moderate and gain | against the national curriculum | Ready, Respectful, Safe | our minds. | |
| understanding of the curriculum | requirements for end of key | Strategy promotes high | | |
| coverage. | stage. | behavioural expectations. | | |
| Links with cluster schools for | | Health & wellbeing | | |
| moderation and standardisation | | includes mindfulness, music, | | |
| sessions. | | breathing techniques, yoga, | | |
| Reinforcement and consolation through repetition of key facts, | | talking about feelings culture. | | |
| skills and knowledge. Learning is embedded and can be transferred | | Prefect Team continue this | | |
| to other areas. | | work throughout the school. | | |

Lindridge St Lawrence CE VA Primary School Our Whole School Curriculum Offer 2022-23

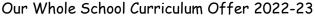




| Qu 4: How do we ensure that the curriculum meets the needs of all groups of pupils within the school? | | | | |
|---|--------------------------------------|---|-----------------------------------|--|
| Higher, Middle and Lower | Disadvantaged nunils | SEND and vulnerable groups | Boys and girls; New arrivals and | |
| Attainers | Disadvantaged pupils | [e.g. EAL, Traveller pupils] | pupils who need to catch up | |
| <u>Class provision maps highlight</u> Nurture groups and activities | | Staff monitor and track all pupils | within class. | |
| individual needs. | for a tailor-made flexible | Assessment for learning is in plac | ce across the school and caters | |
| Stretch and challenge | curriculum for children with | for all learners within lessons. | | |
| expectation, enrichment, for | specific needs including SEMH. | Thematic approach to writing gra | | |
| more able pupils. | Enrichment provision for more | giving them a purpose and audienc | | |
| Support strategies for LAPs | able and disadvantaged. | Homework supports and challenges pupils appropriately in the core | | |
| Pre and Post teaching | Vulnerable learner meetings | subject areas. | | |
| intervention opportunities. carried out by SENDCO with | | Invitations are sent out to targeted pupils to attend booster | | |
| Planning learning opportunities | portunities staff. sessions and/or i | | ions, which include in-school led | |
| which include scaffolding and | Parents and pupils targeted | <mark>tutoring.</mark> | | |
| challenge to enable appropriate through structured | | Assessment of those new to school starts immediately – this | | |
| access to the lesson objective conversation invitations. | | enables appropriate level work to be given. | | |
| and success criteria. Narrowing achievement gap in All staff use time effectively within the day to | | hin the day to pre/post teach | | |
| Opportunities for greater Reading, Writing and Maths | | according to outcomes and ongoing assessment. | | |
| depth through use and | through Pupil Progress | Class teachers and teaching assistants carry out interventions in | | |
| application of key skills in | Meetings. | class within and additional to lessons. | | |
| learning. | | | | |
| Targeted booster invitation | | | | |
| only sessions. | | | | |

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

Lindridge St Lawrence CE VA Primary School Our Whole School Curriculum Offer 2022-23





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

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