



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.

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?

Our curriculum offer, answers the following questions:

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

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

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

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

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

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

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



Intent of our curriculum

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

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 Positive Behaviour Strategy, Positive Mental Health and Well-being		Content – Distinctive Christian Values 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
<p>Link to both secondary schools which we feed into for sporting activities and use of specialist equipment and teachers.</p> <p>Peripatetic music teachers for 1:1 and group music tuition.</p>	<p>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.</p> <p>Retention of knowledge as well as a specific progression of skills acquired across the curriculum and year groups.</p> <p>Pupil voice is regularly collected on views around pupil learning and the curriculum.</p>	<p>EYFS framework and development matters document.</p> <p>Worcestershire syllabus for RE and Understanding Christianity for RE.</p> <p>White Rose Maths Syllabus</p> <p>Morrell’s Handwriting Programme</p> <p>RWI used exclusively for phonics.</p> <p>Purple Mash used for whole school spelling programme.</p> <p>All subject leaders monitor coverage of knowledge, learning and skills throughout the year.</p>	<p>Whole school curriculum plan based on two year rolling programme to be adapted accordingly.</p> <p>Half termly subject planning.</p> <p>Weekly planning for English and mathematics to be completed accordingly following a sequence of lessons.</p> <p>Statutory assessments for reading, writing and maths.</p> <p>Termly assessment for reading (PIRA) and maths (PUMA).</p> <p>Non-core subjects to be teacher assessed against National Curriculum age related expectations half termly units.</p>
What will the timetable look like?	Timetables are flexible to ensure relevant teaching and learning following assessment for learning.		
	DT/ART/Music may be grouped as a block within a timetable.		
	Core subjects of Maths, English and RE are taught in the morning. Science and PE are taught weekly along with History or Geography.		
	Project days/Themed weeks are also planned in throughout the academic year e.g. RE, Maths, The Arts, Science, Reading.		
	Whole school Project (Lindridge Local Study Summer Term - Even years)		



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
<p>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 and beyond for moderation and standardisation sessions.</p>	<p>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.</p>	<p>Our Christian values are embedded within the school. High expectations of children's academic and learning behaviours are consistent throughout the school. Ready, Respectful, Safe Strategy promotes high behavioural expectations. A culture of supporting positive mental health and wellbeing. Peer Mentors work throughout the school alongside Mental Health Champions to support pupil's mental health and wellbeing. EYFS characteristics of effective learning support our youngest learners learning behaviours through play.</p>	<p>Our curriculum planning shows opportunities for our Christian values, British values and SMSC. These permeate the whole curriculum across the school which link to pupil health and wellbeing – being healthy in our bodies and our minds.</p>
<p>Reinforcement and consolation through repetition of key facts, skills and knowledge. Learning is embedded and can be transferred to other areas.</p>			



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

Higher, Middle and Lower Attainers	Disadvantaged learners	SEND and vulnerable groups [e.g. EAL, Traveller learners]	Boys and girls; New arrivals and learners who need to catch up
<p><u>Class provision maps highlight individual needs.</u></p> <p>Stretch and challenge expectation, enrichment, for more able learners.</p> <p>Support strategies for vulnerable learners.</p> <p>Pre and Post teaching intervention opportunities.</p> <p>Adaptive teaching methods support all learners.</p> <p>Opportunities for greater depth through the use of and application of key skills in learning.</p>	<p>Nurture groups and activities for a tailor-made flexible curriculum for children with specific needs including SEMH. Enrichment provision for more able disadvantaged.</p> <p>Vulnerable learner meetings carried out by SENDCO with staff.</p> <p>Parents and learners 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 learners within class.</p> <p>Assessment for learning is in place across the school and caters for all learners within lessons.</p> <p>High quality texts of literary merit are used to support writing which engages the reluctant writers, giving them both a purpose and audience for their writing.</p> <p>Homework supports the core curriculum giving learners the opportunity to practice, consolidate and embed learning, so that knowledge is remembered.</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 lessons and in addition 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:	Adaptive Teaching	Resources
<p>The headteacher and subject leaders carry out regular teaching and learning monitoring.</p> <p>Learning Walks</p> <p>Book Looks</p> <p>Pupil Voice</p> <p>Planning Trawls</p> <p>Governors also carry out regular monitoring of the school priorities.</p>	<p>Peripatetic 1:1 and group music lessons.</p> <p>Tenbury High School provides PE lessons/sports coaching and CPD for teaching staff.</p>	<p>Tailor instruction to meet the unique needs of each learner.</p> <p>Use computer and AI resources and learning activities.</p> <p>Apply different instructional strategies to different groups of learners.</p> <p>Rephrase questions or content.</p> <p>Adapt language to ensure all learners understand.</p> <p>Provide exemplars or "what a good one looks like."</p> <p>Highlight key learning points.</p> <p>Prompt learners with key words, visuals, or other sensory stimuli.</p> <p>Set up temporary groups as an additional layer of scaffolding.</p>	<p>Resources meet the needs of learners.</p> <p>Additional resources are provided for support and challenge.</p> <p>Learners 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 learners?

Outcomes: English and Maths	'Next year readiness'	Pupil attitudes to work	Learners live out our values
<p>Statutory tests at the end of Key Stage 2.</p> <p>On-track attainment tracker completed for reading, writing and maths.</p> <p>EYFS tracker for attainment and progress.</p> <p>Phonic Tracker</p> <p>Use of the Engagement Model and pre-Key Stage Standards.</p> <p>Pupil Conferencing</p> <p>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 regularly for Pupil Progress Meetings with head teacher.</p> <p>In school, 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 at end of summer term.</p>	<p>Pupil Conferencing with teachers provide an opportunity to share pupil attitudes.</p> <p>Governor reports from leadership team.</p>	<p>Our school core Christian values are embedded across the school.</p> <p>Learners 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>
When learners leave primary school are they 'secondary ready' with relevant knowledge, skills, aptitudes, attitudes/ values?	<p>Transition arrangements and additional transitions for learners 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>Head teacher works with Head teachers from surrounding high schools as a cluster also.</p>		
How, and what forms of assessment are used to move learners' learning on and evaluate curriculum success?	<p>Termly tracking - EYFS tracker, Pupil Progress meetings, 'on track' attainment, assessment for learning, marking and feedback.</p> <p>Vulnerable learner meetings held each term with SENDCO to identify barriers and progress.</p> <p>Case studies completed for those learners 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.</p> <p>Regular monitoring of books.</p>	<p>Planning – Long-term plans monitored.</p> <p>Whole school subject skills progression and knowledge tracking.</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</p> <p>(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 learners.</p>
			<p>Learners:</p> <p>Pupil questionnaires and survey</p> <p>Peer Mentors</p> <p>Archbishop of York</p> <p>Leadership Award</p>