



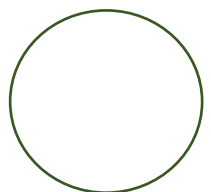
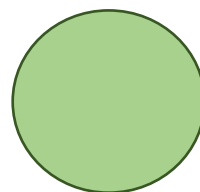
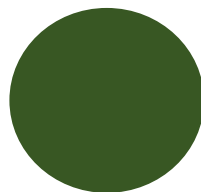
# Trinity and St. Michael's Curriculum Policy

"Don't withhold good from someone who deserves it, when it is in your power to do so."  
Proverbs 3 Verse 27

Do everything in



1 Corinthians 16:13-14





1 - Intent

2 – Roles and Responsibilities

3 – Organisation and Planning

4 – Subject Covered

5 – Reporting and Assessment

6 – Supporting pupils with SEND

7 – Monitoring and Review



# 1 – Intent (Aims)

At Trinity and St Michael's, we ensure the National Curriculum is being taught and make our teaching and learning bespoke. Our curriculum is designed to:

**1 – Help our children 'Love to Learn':** Cultivating inquisitive minds and a sense of wonder of the world around us is central to our curriculum at Trinity and St Michael's (TSM). Ensuring children don't simply see learning as a means to an end but rather as an enjoyable, fun-filled experience leads to compassionate, excited learners who will continue to learn and grow long after they have left our school. Part of our school prayer (and a statement found around our school) is to 'Love to Learn', and ensuring this takes place is found in every subject that is taught.

**2 – Offer a broad and vibrant curriculum:** We take pride at TSM in ensuring our children are offered the opportunity to learn and enhance knowledge and skills in all subjects of the national curriculum and beyond. It is our belief that, by giving children a wide selection of subjects and activities to take part in, all children will find something they love and engage with.

**3 – Give staff ownership of how and what they teach:** Through rigorous policies, moderation and assessments we are able to give staff ownership of the curriculum allowing their creativity and unique teaching styles to flourish. By giving staff ownership of what and how they teach, we create a learning environment where all within the class are passionate about the learning journey.

**4 – Teach our pupils beyond their subjects to ensure they develop into happy, healthy adults:** Developing each child's individual character is an integral part of our curriculum. Through a focus on Spiritual, Moral, Social and Cultural learning (as well as Social, Emotional and Mental Health), we ensure that our children understand themselves, their place in the world and, ultimately, how to make the world a better place. We aim to build resilience in our children and encourage a positive, growth mindset to develop and reflect upon their learning and their choices outside of class. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life.

**5 – Ensure high standards are achieved in the core subjects of Maths and English:** We are very proud of the fantastic results we achieve at TSM. Through regular, focussed sessions on Maths and English, children flourish leading to excellent outcomes. Our rigorous internal assessment procedures allow us to see where pupils need to improve in these subjects meaning we are able to address misconceptions and concerns early.

**6 – Each child is given the opportunity to succeed:** Children of all abilities are given the support they need. Through effective and innovative use of TAs we ensure the best for our children. TAs and teachers are given regular opportunities to take children of all abilities out of class to push their learning and we take pride in ensuring all pupils are given the opportunity to improve.

**7 – Give pupils opportunities to be creative and find ways to express themselves:** Through effective use of our Art Room and creative use of our Golden Time, children are given a wide range of Arts to try at TSM. Staff are passionate about the creative arts and this passion is shared with our pupils who are given numerous opportunities throughout the year to try different ways to express themselves through the curriculum or through extra-curricular sessions.



## 2 – Roles and Responsibilities

### 2a – Governing Board

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Liaising with their subject lead counterparts in school to ensure they are up to date with how the curriculum is being taught in school.

### 2b – Senior Leadership Team

The headteacher is responsible for:

- Devising long term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

### 2c – Subject Leaders

Subject leaders are responsible for:

- Providing strategic leadership and direction to teachers.
- Ensuring their subjects policy and end points are up to date.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and reporting on this to the headteacher.
- Ensuring the school is well-resourced in their subject area.



## 2d – Teachers

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the policies and end points of the subject being taught.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating mid term plans using the curriculum end points as a guide.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

## 3 – Organisation and Planning

- Each school day will be split into four separate sessions (two in the morning and two in the afternoon) with our afternoon sessions sometimes being combined to create one longer session (e.g. PE).
- In general, core subject lessons will include a Steps to Success for children to follow. Each class has a 'Working Wall' which allows teachers to display these Steps to Success for the class to see. However, teachers may want to display these differently (e.g. on their IWB) if the wall is not accessible for all pupils.
- Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.
- Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.
- Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
- Each term, children will be assessed in their subject. This assessment can be done through simple observation or more formal, summative assessments. Such assessments will then inform teachers' planning moving forward.



## 4 – Subjects Covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the ‘Statutory framework for the early years foundation stage’.

**The school will ensure every pupil has access to the following core subjects:**

English

Maths

Science

RE

Personal, Social Relationships, Health and Economic education

**The school will ensure pupils also have access to the following foundation subjects:**

Art and design

Computing

Design and technology

French (at KS2)

Geography

History

Music

Physical Education

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject.

## 5 – Reporting and Assessment

Homework will be challenging and assess pupils’ knowledge and understanding of concepts covered within lessons.

In Maths, English and Science, summative assessments will be carried out **termly** to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of these assessments will be recorded and reported back to the Senior Leadership Team.

In all other subjects, attainment will be decided through comparing pupils’ work with the subjects’ end points. This information is then shared with the Senior Leadership Team

Pupils will also complete national assessments. This will take place in Year One (Phonics), Year Two (KS1 SATs), Year Four (multiplication check) and Year Six (KS2 SATs). The results of these assessments will be reported back to the Senior Leadership Team and, in Year Six, pupils and their parents.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.



## 6 - Supporting Pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups or one-to-one to ensure they are able to access the curriculum.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## 7 – Monitoring and Review

This policy is reviewed **every two years** by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is **September 2024**.