

School Curriculum Rationale

Vision Statement

'A cord of three strands is not easily broken' Ecclesiastes 4:12

The Trinity Partnership embodies the strength and unity of three schools working as one. The Trinity Partnership aims to engage across schools, churches and communities, working in partnership with DEMAT, governors, parents and school leaders to ensure that life is lived in all its fullness as unique children of God.

Intent

Our school curriculum is intended to:

- Ensure teachers develop pupils' reading, writing and vocabulary across the curriculum in all subjects.
- Ensure all pupils are taught all programmes of study from the national curriculum.
- Provide opportunities beyond the national curriculum to develop high aspirations, knowledge and cultural capital across and beyond the curriculum and lifelong learning skills
- Provide a planned sequence of learning to ensure pupils make strong progress and are ready for the next stage of their education.

Reading Opportunities

Reading is the cornerstone of the school curriculum at The Trinity Partnership.

- At least 30 minutes per day is allocated to the teaching of reading including phonics (KS1) and whole class reading (KS2).
- The curriculum overview features a selected fiction and non-fiction text for each class, per half term. These texts are shared and taught to pupils explicitly, as well as being used to support cross-curricular learning. The texts are celebrated and displayed to promote a love of reading.
- Appropriate and challenging vocabulary is taught and used across the curriculum.
- Opportunities for cross curricular writing are provided across the curriculum.

Implementation

At the Trinity Partnership, strong curriculum leadership and consistently good teaching are expected to ensure pupils have the opportunity to develop and retain knowledge and skills across the curriculum and to be well equipped for the future. Subjects are led across The Trinity Partnership.

Curriculum Leaders will:

- Understand the rationale for what is taught and why in their subjects
- Ensure programmes of study are taught all pupils

- Understand, through monitoring and assessment information, the strengths and areas for improvement in their subject
- Support teachers and other adults with continuing professional development, including subject knowledge, in their subjects

Teachers will ensure (ref. Teaching Non-Negotiables May 2019):

- Planning is sequenced and informed by previous learning, covering the whole curriculum.
- Learning objectives are recorded for each piece of learning and clear success criteria identified.
- All adults monitor pupil outcomes and provide feedback during lessons. Teaching is responsive, and lessons include in the moment marking, verbal feedback, pupil editing, pupil corrections and challenge.
- Marking and feedback identifies next steps and opportunities for pupils to respond are given.
- Pupils respond to marking and feedback using purple pen.
- Pace of the lesson shows learning takes place from the start of the lesson.
- Working walls for English and Maths are established with current learning and are used within lessons by adults and pupils.
- High expectations for quality, quantity and presentation are consistent across all lessons, including handwriting.
- Assessment is accurate and used effectively to enable strong pupil progress.

Impact

- All pupils achieve well from their starting points across the curriculum.
- Pupils are motivated, embrace challenge, and grow into life-long learners.
- Pupils are ready for their next stage of education, including secondary school.