

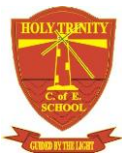


Holy Trinity C E Primary School: Curriculum Matrix

Vision: Guided by the Light



INTENT	Christian Values	Respect			Honesty			Love				
	Characteristics	Value	Appreciate	Approve	Moral	Integrity	Truthfulness	Compassion	Thoughtfulness	Tolerance		
	Principles	<p>We are a safe and inclusive school that is adaptive and responsive to individual need. Community cohesion is at the heart of all we do in order to instil pride and community engagement and build trusting relationships. Our curriculum is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research. We have an evidence informed approach to teaching and learning. Holy Trinity CE Primary School's curriculum is based upon the best that has been thought and said. It apportions a rich accumulation of knowledge, skills and attributes, that contribute to success. It aims to develop the whole child: spiritually, emotionally, physically, socially and intellectually. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child so he / she can flourish. We recognise that we need to develop children's knowledge of themselves as learners through use of self-regulation and metacognition. We teach strategies for children to organise their knowledge; how to plan, monitor and evaluate their learning as well as attending to their motivations.</p>										
	British Values	Democracy We can have our voices heard.		Liberty We have the freedom to be ourselves and have our own choices.		Mutual Respect We listen to and respect the views of others		Tolerance We accept and value people's differences.		Law We follow the laws of our country.		
	SEMH Drivers	Feeling Safe		Family First		Good relationships		Healthy minds		Healthy lives		Resilience
	Drivers to Cultural Capital	Quality First Teaching for ALL			Self-regulated learning cognition; metacognition; motivation			Reading Rich Vocabulary Rich Talk Rich			Globally and environmentally aware citizens	
	Curriculum Drivers	A bespoke, subject-driven progress cycle of planned knowledge to be acquired and then develop the skills needed to explore this knowledge within a positive, predictable safe environment in order to prepare for the next stage in a child's learning.										
		Diagnostic assessment	Knowledge goals	Scaffolds	Aspiration	High expectations	Engages all learners	Repetition and consolidation	Pedagogical Approaches	Builds self-esteem		



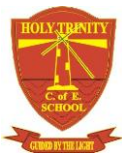
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		Resilience	Aspiration	Morality	Collaboration	Adaptability	Respect
		R	A	M	C	A	R
		Contextualised	Adapted		Vocabulary Rich		Experiences
		C	A		V		E

IMPLEMENTATION	Inclusion (adaptive, responsive and bespoke)	Adaptive Teaching: Research based Scaffoled for needs of learners	SEND Support <ul style="list-style-type: none"> Graduated response Support which is bespoke to the need of the individual Pre and Post teaching 		Social and Emotional Support <ul style="list-style-type: none"> Mentoring Check-ins Pastoral Support - drawing and talking; ELSA, The TAM project; Reggie – Therapy Dog 		Parent Partnerships <ul style="list-style-type: none"> Early Help / social care Family and other external counselling Support with external assessments e.g. parent workshops; Food banks 		Outreach Partnerships <ul style="list-style-type: none"> Clergy Educational Psychologists Specialist Teachers Speech and Language Therapists Alternative Provision Arrangements KELSI Inclusion Team CAMHS Early Help Eastgate Counselling Supervision for DSLs & others 	
	High Quality Teaching and Learning	Non-negotiable Professional Behaviours	Effective Behaviour Management: 'the irresistible offer'	High Expectations with challenge for all: 'challenge just above their pay grade'	Good subject and curriculum knowledge – know the end points.	Well structured lessons: 'the irresistible offer'	Graduated Approach (assess, plan, do, review); Adaptive Teaching	Strategies to ensure good progress	Assessment	

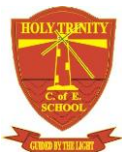


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	Organisation of the curriculum	Early Years				
		Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy, Mathematics, Understanding the World, Expressive Art and Design.				
		Cornerstones Maestro				
		English <i>CLPEs, Power of Reading</i>		Phonics <i>Little Wandle</i>		Mastery Maths <i>White Rose Maths</i>
		Science	PE <i>Complete PE / RBS Primary Steps on Demand</i>	Music		Art & Design
PSHE / RSHE <i>Jigsaw</i>	RE Understanding Christianity	COMPUTING		SPANISH <i>Twinkl</i>	History	Geography



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IMPACT	<p>Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point.</p>	<p>IMPACT Standards:</p> <ul style="list-style-type: none"> Children reach their own potential, progress and attain in-line or better than national expectations. Children meet the expectations of the broad curriculum. There is appropriate and quality transition that builds necessary skills and knowledge for the next steps in their learning. Children have SECURE basic knowledge that equips them for life. Children have wide vocabulary that is indicative of knowledge and experiences taught and provides the cultural capital to excel in life. Children can eloquently articulate, use and apply the knowledge and skills they have learnt. Children have an understanding and display their own self-regulation. 	<p>IMPACT: Social and Emotional</p> <ul style="list-style-type: none"> Children recognise, form and maintain healthy relationships Children demonstrate resilience and are responsive to challenge. Children are confident, articulate and able to express views and opinions, respectfully with due regard for how it impacts others. Children recognise how to be physically healthy. Children recognise how to be emotionally healthy. Children display as well-rounded global citizens. <p>IMPACT: Are life ready</p> <ul style="list-style-type: none"> Socially – pupils know who they are themselves, in the community and in the world. Pupils are able to recognise and take measured risks and keep themselves and others safe in their own lives, their community and in the world. Pupils are fascinated about their community and the world around them. Children display pride in their school community and locality. Children display leadership qualities that ensure they are secondary ready and beyond.
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Adult Curriculum	High quality development of subject leaders – e.g. via Best Practice Teams	Evidence Informed Teaching and Learning e.g. Kagan, EEF	Teaching of self-regulation strategies within the classroom	Standards in English	Early Reading and Phonics e.g. Little Wandle training	Internet Safety; GDPR /Keeping Children Safe in Education, 2022;	Annual Safeguarding Training, Prevent Training and County Lines. First Aid, Fire Awareness,	SEND EEF Informed Inclusive practices and assessments	Work life Balance Mental Health and Wellbeing
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