

Trinity Christian School Nursery, Primary & Secondary



TRINITY
CHRISTIAN SCHOOL

Curriculum Policy

Reviewed by SLT & Governors:	Autumn 2023
Next Review due:	Autumn 2025

Curriculum Policy

Curriculum Aims and Objectives:

Trinity Christian School aims to provide excellent education by approaching the curriculum, teaching, discipline and school organisation from a Biblical standpoint. This is because we believe the Bible to be the Word of God to us and thus relevant to every aspect of life. In other words, we seek to subject the whole life of the school to the demands of God's word.

We aim for a high standard of academic progress according to the child's age and ability, achieved in a pleasant atmosphere of care for the pupil. We further aim to ensure regular contact between home and school because as parents you put your child in our care. We see school then as, fundamentally, an extension of the home.

The school is open to families who are not of the Christian faith. We are open and transparent about our aims and are pleased to include in our school students from non-Christian homes.

We recognise that we have the privilege of opening up to the student such an amazing world in all its diversity and complexity and we believe that learning should be an enjoyable, lifelong process, encouraging everyone to achieve their potential. We will challenge and support our pupils to do their best by providing an extensive range of learning experiences.

The Head teacher will ensure that:

- Every element of the curriculum that the school chooses to offer has aims and objectives that reflect the aims of the school and plans indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing speaking and listening) and the use of ICT.
- The amount of time provided for teaching the curriculum is adequate and is reviewed regularly by the SLT.

Arrangements for the monitoring and evaluation of the curriculum

The annual review will consider whether an appropriate amount of time is allocated to each curriculum area. The decision will be informed by feedback from Head/SMT and the progress and attainment of pupils in different curriculum areas.

Recommendations for change:

- Any recommendations for change will be made to the governing body within the overall report on the curriculum.
- When changes are made, feedback will normally be sought from pupils, staff and parents.
- Where appropriate, individual or group arrangements are made by permanent or temporary variation from the standard school curriculum.
- That the procedures for assessment meet all legal requirements, and pupils and parents/carers receive information to show how pupils are progressing and what may be required to help them improve.
- The governing body is involved in the decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on any statutory changes in order to make informed decisions appropriate to Trinity School.

Teaching Staff

Will ensure that the school curriculum is implemented in accordance with this policy.

The governing body will:

- Consider the advice of the Headteacher when considering curriculum policy and when setting targets.
- Participate actively in decision making about the breadth and balance of the curriculum.

Arrangements for monitoring and evaluation

The governing body will receive regular reports from the Headteacher on:

- Examination results, compared to expected outcomes.
- The number of pupils for whom special curriculum arrangements were made.
- How pupils and parents have been informed about any curriculum issues.
- How progress is monitored.
- The views of the staff about action to improve standards.
- The nature of any parental complaints about the curriculum.

Throughout the curriculum we are keen to develop an understanding of God's goodness and His extravagant love for mankind - made evident in the sacrificial life, death and resurrection of His son Jesus Christ.

We believe that our curriculum must be guided by Christian teachings and perspectives. This means that the curriculum is taught and delivered in such a way that promotes an understanding that God is in control - has a good plan for our lives - and that we are responsible before God for the way that we live.

Primary

EYFS and Key Stage 1

- A high adult to child ratio enables the EYFS staff to give children a considerable amount of individual attention.
- The EYFS curriculum is designed to promote the children readiness for school by fostering their social, emotional, physical and intellectual growth. Children learn through play and structured learning activities.
- The EYFS Foundation Stage Guidance is used to inform planning which follows through into Y1 National Curriculum objectives as part of our Trinity Treasures department.
- All of the learning in the EYFS and Key Stage 1 is consistent with British values

Key Stage 2

- The timetable is structured to allow for daily Maths and English (broadly informed by the requirements of the National Curriculum). Also included in the curriculum are Project work, Science, History, Geography, PSHE, Art, P.E and Music.
- Project work provides the pupils with an opportunity to develop cross curricular skills and is a crucial way of developing a Christ centred curriculum. Amongst the projects are a variety of titles including "Light and Dark, Water, Sky and Air, Land, Plants, Sport, Sun, Moon and Stars and Humans - made in the image of God". Each of the projects are designed to emphasise a particular curricular area e.g. History, Geography and Science.
- All of the learning in the Key Stage 2 is consistent with British values

Secondary

Key Stage 3

- The nature of the curriculum changes as the pupils move from Primary to Secondary level and a greater emphasis is put on subject teaching.
- A core curriculum of Maths, English and Science is offered. Other subjects covered include Spanish, Geography, History, ICT, Art, Graphics, Food and Nutrition, PE, PSHE and Citizenship at Y11. All subjects are broadly based on the requirements of the National Curriculum.
- World Views is a subject that is unique to Trinity and is one that looks at selected parts of the world with a view to contrasting cultures and traditions with that of our own. Examples of these include, Japan, Jamaica, China and Russia
- All of the learning in the Key Stage 3 is consistent with British values

Key Stage 4

- In these years the curriculum is geared to preparing pupils for GCSE examination (predominantly the AQA Syllabus), but still with an emphasis on biblical perspectives. Our aim is wider than exams success but includes developing the “whole person’s character” and to provide students with the skills and knowledge of future adult life.
- All of the learning in the Key Stage 4 is consistent with British values