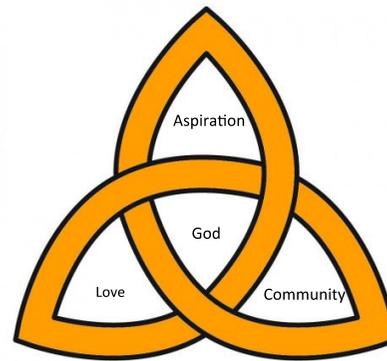




Our vision is that children are nurtured to love learning, love one another and love God. We seek to provide a home for all within an inclusive and inspiring Christian community.

Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself (Mark 12)

‘Love learning, love one another, love God.’



Five Year Strategy

2020-2025

Our Five Year Strategy focuses on inspirational goals and sits alongside our SDP (School Development Plan) and other Action Plans where outstanding Teaching and Learning and excellent outcomes for our pupils remain a priority.

Progress is monitored by the Senior Leadership Team and by the Governing Body

The aims make specific reference to, and are consistent with, the aims of school’s mission, vision (which guides the direction of the school) and values of Aspiration, Love and Community. It is also underpinned by the Church of England’s inclusive and aspirational Vision for Education, ‘Deeply Christian, Serving the Common Good’ (2016).

‘Love learning, love one another, love God.’		
<i>Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself (Mark 12)</i>		
Aspiration	Love	Community
<i>We will show this value through:</i>	<i>We will show this value through:</i>	<i>We will show this value through:</i>
Resilience Creativity Perseverance Courage	Compassion Truth Kindness Forgiveness	Inclusivity Friendship Respect Responsibility

Aims:

1. **Loving Learning** - Our aim is that the quality of education received by pupils at Holy Trinity will be outstanding and to recognise the part that all stakeholders – children, parents, staff and Governors – can play in achieving this.
2. **Loving one another** - Our aim is to maintain and further develop supportive, friendly and open relationships with all members of our diverse, global and multi-cultural school family – children, parents, staff and Governors – which will impact on the physical health and wellbeing of all and reduce our carbon footprint.
3. **Loving God** – Our aim is to ensure that our Vision and Values are embedded at all stakeholder groups – children, parents, staff and Governors – so they are reflected in our Christian ethos and the lived experience of the school.

Love Learning – Aspiration

Our curriculum is founded on thorough research into learning & cognitive science. Learning is a change to long term memory. We aim to ensure that our children experience a breadth of study and secure a deep & aspirational body of both procedural & semantic knowledge in their long term memory.

The National Curriculum underpins our learning and teaching; we are committed to delivering this in an engaging, inspiring and relevant way with opportunities for children to direct areas of their learning. The fundamental aims of our curriculum are for our children to achieve the highest possible standards, reaching their full potential; for the curriculum to be accessible and equitable for all and for our children to develop a love of learning. Our curriculum aims to create opportunities that enable pupils to develop knowledge & vital skills that are essential to learning both in school and throughout life.

It is our duty to offer a carefully thought-out, knowledge rich, well led curriculum that enables everyone to secure an ambitious body of knowledge and skills. It is therefore important to ensure a joined-up, progressive subject curriculum is planned and delivered that revisits on what has gone before and prepares children for what comes next towards defined end points with clearly defined milestones along the way. Our curriculum rationale will embrace the context of our school taking into account our shared vision and values.

We will deliver a **Broad Curriculum** where all children have access to all of the curriculum which means no narrowing of the curriculum or ceiling for any child.

We will deliver a **Balanced Curriculum**, in which each subject is afforded sufficient space on the timetable to deliver its distinct contribution. We will aim to support our children in securing a deep knowledge of each curriculum subject.

The curriculum will require children's active participation and will not offer disadvantaged students or students with SEND a reduced curriculum. It will be fair and equitable for all children so that personal and social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential.

Achievement will be assessed using internal and external progression and outcome data whilst recognising that good outcomes are not just measured in qualifications.

Our aim is that teaching, assessment and feedback that leads to long-term learning will avoid burdensome assessment and feedback practices so as to protect teacher workload.

Through gaining accreditation for PSQM, STEM (Science, technology, engineering and mathematics) education will create critical thinkers, increase science literacy, and encourage future innovators. The aim is to inspire, attract and raise the aspirations of children in regard to STEM subjects and skills, and provide information on qualifications, career choices and options that support STEM in the future.

Academic success is linked to vocabulary acquisition. 90% of vocabulary can only be encountered by reading and direct instruction/teaching so it is important that vocabulary is taught and a love for reading developed.

To achieve our aims:

School Leaders will:

- Ensure curriculum and timetables support our aims
- Ensure staff have time, support and training to ensure they are equipped to lead/teach subjects
- Ensure there are high quality resources to support the planned curriculum
- Ensure that school is equipped with relevant technology to support learning and a curriculum suited to 2020-2025
- Ensure the building and learning areas, inside and out, support the curriculum and quality of education eg extend the pond, ensure all outdoor areas can be used all through the year, enable KS1 children access to outdoor classroom, create an outdoor reflection area

Teachers will:

- Ensure that visits and visitors are planned to support knowledge and provide meaningful experiences
- Ensure additional adults in school have a positive impact on pupil outcomes
- Use/train subject specialists to teach languages, computing, PE and music to cover PPA timetable
- Review the impact of home-learning on pupils, families and staff and develop a strategy for the future
- Achieve PSQM Gilt in 2020 as a stepping stone to Outreach by 2025
- Promote a love for reading eg each child be assigned a buddy reader across school.

Parents will:

- Engage with school through– workshops, website/videos/screen in entrance/newsletter/ParentMail/class communication/PTA communication/Lunch & Learn sessions
- Be given information about the curriculum so they can best support their children eg parent workshops, videos on the website
- Be involved in reviewing the impact of home-learning on themselves and their children and in developing a strategy for the future

References

- *Education Inspection Framework: Overview of research, Ofsted, January 2019: <http://bit.ly/2Vqzt2z>*
- *Putting Ofsted's new framework into practice, SecEd, April 2019: <http://bit.ly/2PwCaLI>*
- *Chartered College of Teaching Issue 4 – Designing a Curriculum*
- *EEF Guide to curriculum change*
- *EEF Word and world reading programme*
- *EEF Making best use of teaching assistants guidance report*
- *EEF Guide to pupil premium*

Loving one another – Community

We will aim to sustain positive relationships and seek to encourage all parties to be interdependent within our community, demonstrating and sharing love and aspiration to all.

The local curriculum is one that schools are free to adopt in order to complement the national curriculum comprising the requirements in current legislation for the teaching of RE, Relationships and Sex education (from 2020), knowledge of careers and other curricular elements that are determined at school community level.

The hidden curriculum is more than just the formal curriculum and is about the messages students receive through the experience of being in school and that arises from the school's stated vision, values and practice.

As a global/multi cultural community we want to provide opportunities to celebrate our diversity, recognising that our community is better and richer for all our differences.

The curriculum and provision will be inclusive and show love for the disadvantaged, marginalised and vulnerable in our community supported by pastoral care and wise allocation of resources.

We will consider the curriculum in its widest sense eg between lessons, the wider school environment, in subjects and in extra-curricular activities and in the behaviours and values of all the adults working in the school.

The curriculum will promote the spiritual, moral, social, cultural, mental and physical development of children in school to prepare them for the opportunities, responsibilities and experiences of later life to enable them to contribute to peaceful and democratic societies and enhance individual well-being.

We support the Church of England's mission 'to safeguard the integrity of creation and sustain and renew the life of the earth.' We are inspired by God's purpose for creation now and in the future. We will acknowledge the responsibility God has given us to care for, conserve and replenish the earth for the well-being of all creatures and the flourishing of all humanity. 'The earth is the Lord's and all that is in it' (Psalm 24:1).

We aim to nurture a sense of well-being (living a full and complex human life: flourishing) where individuals within our community can develop their potential, work productively and creatively, build strong and positive relationships with others and contribute to their community.

To achieve our aims we will:

- Promote Physical Health & Wellbeing in the following ways:
 - Teach and promote management of anger/stress (zones of relevance), mindfulness, healthy sleeping patterns, benefits of exercise, activity & sport (within and beyond the school day), using technology wisely
 - Teach and promote nutrition, review school meals (school dinner provision/healthy lunch box), cooking
 - Develop cognitive skills – curiosity, resilience, growth mindset, self-efficacy.
 - Implement new PSHE curriculum underpinning Relationships Education
 - Forest schools
- Reduce our carbon footprint, and regularly consider how we can make a positive difference in the following areas:
 - Cooperating with Holy Trinity church and our local council in promoting environmental awareness eg prevent idling/monitor pollution/
 - Working to reduce the use of transport to/from school - gain accreditation with TfL STARS programme
 - Making school buildings energy efficient; avoid energy waste
 - Living sustainably eg Recycling waste/plogging/plastics project; saving water; using less paper
 - Avoiding food/packaging waste eg review school dinners and lunch box contents
 - Pursue an eco award
 - Regularly celebrate God's creation in our worship.
- Celebrate and capitalise on the benefits of being a global/multi cultural community through:
 - Finding creative ways within and beyond the curriculum to showcase language, culture, dress, religion etc
 - Use class maps to help children recognise the diversity of our community

References

Grove Book – Creation – Steps to Sustainability.

Christian Ecology www.christian-ecology

Mental Capital and Wellbeing: Making the most of ourselves in the 21st century

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/292453/mental-capital-wellbeing-summary.pdf

Church of England Shrinking the Footprint www.shrinkingthefootprint.org

Loving God – Love

The Revd Nigel Genders (Chief Education Officer for the Church of England) said: “Our schools are not faith schools for the faithful, they are church schools for the community”. Church of England schools are inclusive and serve those who are of the Christian faith, of other faiths and of no faith. Our ethos is underpinned by Christian values concerned for the wellbeing of all in the community, irrespective of religious, cultural or socio-economic background. Rooted in an understanding that we love God and our community, we seek to offer the highest quality of education and care for all our children – reflecting the teaching of the Gospel and the mission of the Church of England to serve the whole community.

Church schools take all faiths seriously, encouraging dialogue and seeking common ground – as well as understanding and respecting difference, we enable learning, exploration and conversation about religious diversity.

We seek to model how faith and belief can be explored and expressed in ways that bring communities together rather than driving them apart and how loving God can impact on behaviours and lifestyles.

We seek to gain a greater understanding of Spiritual development as the nurturing of the non-material/non-physical dimension of what it means to be human. By explaining Christian spiritual practices, this should help children consider the implications of their own faith position through the curriculum and a range of appropriate activities and challenges, within a spirit of exploration, enquiry, inclusion and openness.

To achieve our aims we will:

- Ensure that our RE curriculum helps all children to deepen their understanding of living in a multicultural and diverse world through global links enabling the school to be more outward facing thereby supporting pupils’ understanding of cultural diversity and social justice.
- Provide children with a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions and to evaluate the continuing role of religion in contemporary British and global society.
- Ensure Collective Worship provides opportunities to reflect on their own beliefs and how belief can influence behaviour.
- Ensure staff have an understanding of what ‘spirituality’ is and what it might look like in school.
- Provide opportunities throughout the school/church calendar to show that we are a distinctively Christian school eg prayer space, visits to church, visitors in school.
- Work towards achieving ‘Excellent’ in the next SIAMS inspection by embedding our vision so we can clearly articulate how effective it is, and how well it is promoted and enables pupils and adults to flourish.
- Making a positive difference in society by reviewing which charities should be supported– locally, nationally and globally.

References

- *Church of England’s Vision for Education*
- *Spiritual Development: Interpretations of Spiritual Development in the Classroom*
- *Developing Spirituality in a Church School within a Performance Driven Culture – Anne Lumb (Grove Booklet)*
- *Spiritual development – defining, developing, delivering? Pamela Draycott*

