Trinity School Curriculum

Aims – what are we trying to achieve?	
Emotional and Social Development • Ensure pupil voice and emotional literacy is at the heart of everything we do "Happy Children Learn" • Ensure we promote the PSHE curriculum and reflect our status as a Jigsaw Flagship School • Focus on Well Being and engagement in all school activities (TAG/ school improvement) • Contribute to pupil's behaviour and welfare including their physical, mental and personal well-being and safety.	**Academic Excellence** • Ensure children make consistently good progress in every class, every year • Promote lifelong learning through teaching children how to learn (metacognition / Learning powers) • Include quality first teaching and learning (adaptive teaching) • Foster a love of reading and focus on developing confident communicators who use a wide vocabulary
Entitlement • Cover fully the aims and programmes of study of the Jersey Curriculum • Ensure a broad range of memorable learning experiences • Take into account the needs and strengths of each individual child	**Community** • Help learners to understand their roles within the school, within Trinity community, within Jersey and the Global community • Ensure children learn about and experience the uniqueness of Jersey • Include opportunities to experience and be part of the wider Trinity community

	Aim – What are we trying to achieve?	How are we going to achieve our aim?	How will we know we have achieved our aim?
Emotional and Social Development	Ensure pupil voice and emotional literacy is at the heart of everything we do "Happy Children Learn"	- Subject Leader yearly pupil voice survey on each curriculum area - Trinity Action Groups - Zones of Regulation - Weekly assemblies focus upon emotional literacy - Class Charters and Oracy expectations in place and regularly referred to	- Outcomes of surveys are positive and provide evidence of children being able to talk openly about their learning - TAG action plans are completed & children feel their opinions are valued (surveys) - Children apply knowledge and skills from assemblies around the school - Zones of Regulation areas are used effectively to support self and co regulation of pupils across the school
	Ensure we promote the PSHE curriculum and reflect our status as a Jigsaw Flagship School	- One hour plus of PSHE time weekly in each class - Yearly renewal of Jigsaw Flagship status	Timetables, evidence of learning, lesson observations and subject leader feedback shows the high

		• Developing project on raising awareness and acceptance of cultural diversity – working towards Diversity Kitemark	importance that school places upon PSHE • Flagship renewal paperwork indicates work completed in Jigsaw this year • Diversity Kitemark paperwork indicates progress towards the standard
	Focus on Wellbeing and engagement in all school activities (TAG/ school improvement)	• Trinity Action Groups are Diversity, Library, Outdoor Learning, Creative, School Council, E-Safety, Eco, Wellbeing, Health and Safety and Zones of Regulation. Each group creates an action plan developing an area in the school, meeting monthly. Groups are a cross section of ages from yr1 – 6. • Increased screening of pupils' attitudes to school and self across KS2 with individual and group support. • Ongoing CPD for staff to improve their knowledge and the school's support offer.	• TAG action plans completed. • PASS assessment completed with KS2 every 6 months and children show improved attitudes. • Staff survey shows increase in knowledge and understanding in mental health (Anna Freud)
	Contribute to pupil's behaviour and welfare including their physical, mental and personal well-being and safety	• Behaviour policy regularly reviewed and updated, made high profile in school with all stakeholders. • Increase in ELSA time – one full time ELSA employed and another in training to support children's emotional health & wellbeing. 6 staff newly	• Lesson observations show children engage and good behaviour for learning • Analysis of behaviour data reflects decreased in incidents over time • Efficient safeguarding systems are in place and used effectively • Analysis of ELSA data over time

		trained as Draw and Talk facilitators. • A nurturing culture of whole school responsibility to meet wellbeing needs of the school community	• Visitor & community feedback, attendance and engagement shows and open, nurturing culture
	Aim – What are we trying to achieve?	**How are we going to achieve our aim?**	**How will we know we have achieved our aim?**
Academic Excellence	Ensure children make consistently good progress in every class, every year	• Ongoing monitoring, support and feedback to staff • High value placed upon staff CPD time ensuring that meetings are formative in the development of teaching and learning • Coaching culture established to enable staff to develop as teachers and learners	• Lesson observations, subject leader feedback, pupil data and pupil progress meetings all show evidence of good pupil progress • Staff meetings are clearly planned and linked to the school improvement plan which brings about change • Coaching data shows good progress
	Promote lifelong learning through teaching children how to learn (metacognition / learning powers)	• Learning Powers are used and referred to in learning time • Metacognition days are planned to reflect upon how we learn	• Children demonstrate a growth mindset in their learning and around the school
	Include quality first teaching and learning (adaptive teaching)	• Every minute counts and every interaction is an intervention • The school strives for excellence • Walkthrus used to structure coaching conversations to develop teaching and learning	• Lesson observations, subject leader feedback, pupil data and pupil progress meetings all show evidence of good pupil progress

	Foster a love of reading and focus on developing confident communicators who use a wide vocabulary	• Maintain a high-quality library which is a space used for reading • KS1 reading groups are implemented where every child reads every day • Voice 21 Oracy work school vision "Teaching pupils to become more effective speakers and listeners. We want to create an oracy rich community where every member has the skills to communicate effectively, believes they have a voice and feels valued and listened to." Ongoing training and engagement with Voice 21 to improve oracy standards within the school.	• Data reflects a love of reading • Oracy benchmark data used effectively • Lesson observations, subject leader feedback, pupil data and pupil progress meetings all show evidence of good pupil progress
	Aim – What are we trying to achieve?	**How are we going to achieve our aim?**	**How will we know we have achieved our aim?**
Entitlement	Cover fully the aims and programmes of study of the Jersey Curriculum	• Leaders ensure that the Jersey Curriculum is offered to all children	• Subject Leader planning and book looks shows that all children are accessing the curriculum
	Ensure a broad range of memorable learning experiences	• Subject Leaders and Class teachers plan in real life experiences linked to their learning that are memorable and develop a wow factor • Annual residential trips are planned in years 4, 5 and 6	• Through planning and pupil voice, children experience memorable learning activities

	Take into account the needs and strengths of each individual child	• A bespoke access to the curriculum to meet all children's needs • Planning and resources ensure that all children have opportunity to access the curriculum • Learning Plans are dynamic and demonstrate a good knowledge of the individuals	• Analysis of Learning Plans show relevant SMART targets that are regularly reviewed with stakeholders • Planning reflects inclusive approaches • Learning walks show evidence of all children's needs being met
	Aim – What are we trying to achieve?	**How are we going to achieve our aim?**	**How will we know we have achieved our aim?**
Community	Help learners to understand their roles within the school, within Trinity community, within Jersey and the Global community	• Working towards a Gold Rights Respecting Schools Award • Working towards school Diversity Kitemark	• UNICEF awarding body agree that the school meets the standard for 'gold' • Diversity Kitemark standards are achieved
	Ensure children learn about and experience the uniqueness of Jersey	• Curriculum coverage includes local history, geography and culture	• Planning and pupil voice show evidence of memorable experiences and knowledge and understanding of Jersey
	Include opportunities to experience and be part of the wider Trinity community	• Take part in Trinity community events and initiatives such as monthly coffee mornings with elderly parishioners, local guests invited in to school, regular contributions to the Trinity Tatler and the scarecrow festival	• Feedback from the community is positive • Continued engagement with the parish