



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*



## Curriculum – statement of intent

At The Trinity CE Primary Academy we have drawn from our visions and values, as a whole staff, to find out what our children need, what this looks like in local, national and international context, and therefore, what our motivation and purpose is for our curriculum. Our curriculum intent is underpinned by four key drivers which we believe will ignite a global love of learning in our children – **enquiring minds, language and communication, the community to which we belong and developing our independence skills.**

We think it is important to explain our rationale for each of these:

### What do we mean by enquiry?

- to be curious about the world around them
- to ask questions
- feel passionate about learning
- make connections across learning to embed knowledge
- build perseverance and improvement through evaluation;
- nurturing problem solvers;

### What do we mean by communication?

- learn, read, and record must-know vocabulary
- using a range of subject specific and general domain vocabulary
- expand and deep language through reading
- talk confidently across a range of subjects
- have positive interactions with peers and adults
- share thoughts, ideas and questions confidently

### What do we mean by community?

- utilising our local area, and its people in our curriculum
- participation in the local & global community and being a beacon for others;
- promoting cultural awareness and celebrating diversity;
- relating learning to real life contexts;
- investigating the impact of important individuals in our world;
- environmental awareness;
- using technology and connectivity.

## What do we mean by independence?

- develop the emotional and physical security needed to become resilient individuals
- able to take risks and deal with different challenges across the curriculum and in the wider world
- thinking positively and having the confidence to 'have a go'.
- develop the life skills necessary to work with growing independence and perseverance
- become resourceful problem-solvers able to nurture aspirations for the future.

## Implementation – how will our curriculum intentions become reality for our learners?

- We have created subject specific curriculum progression maps; informed by curriculum intent. These break down the key skills and knowledge that our children should know. They are progressive and develop the learners at their key milestones.
- We will ensure that key knowledge and must-know vocabulary is learned, retained and recalled through our provision. These will be regularly checked to ensure there are secure in long term memory.
- Quality CPD and resources will support the security of subject specific teacher knowledge and understanding so that they can make connections and links with both prior and future learning (progression of big ideas).
- Our subject curriculum maps will form the foundations of teacher planning for learning and, post teaching, assessment.
- School learning environments will reflect our curriculum intent through subject specific displays.
- Children's home learning will be shaped by our curriculum intent statement.

## Curriculum Threads:

Throughout the curriculum there are threads woven into the framework which add richness, rigour and depth. The threads evident throughout our curriculum are:

- Experiential learning that is first-hand and practical is central to planned units of work and projects, encouraging independence and collaboration. Trips are clearly matched the intended learning and are part of the progression of learning.
- Enquiry that leads investigations into new areas of learning, connecting information and sifting evidence to arrive at authentic conclusions.
- Time is planned for pupils to become absorbed in an area of study allowing for enquiry, investigation, discovery and 'digging deep' into unknown information.
- Personal interests are fostered by extended enquiry, choice and personalised learning, both in the classroom and at home.
- Dialogue and discussion are used to extend ideas, broaden horizons and build connections.
- Resources extend learning and provide the means for practising skills in relevant contexts and extending knowledge and understanding.
- Extra-curricular clubs cater for a broad range of interests.
- Whole school events bring out individual talents, provide unity and secure high levels of commitment.
- Community involvement, through projects such as the Devizes Carnival and Lantern Parade, #TeamTrinity Week and Devizes Foodbank, increases a sense of belonging and responsibility.

### **Impact – where will this be seen?**

**The impact of the curriculum is measured in standards achieved, progress made and personal qualities acquired.**

**The impact of our curriculum will be seen in:**

- High standards in outcomes and through books
- Progress which build incrementally year-on-year at a pace and momentum appropriate to the learner.
- Quality experiences which are memorable, worthwhile and challenging.
- Teaching which is rigorous, personalised, innovative and learning-centred.
- Learners that are resilient, questioning, resourceful, self-sufficient.
- Learners that attend school regularly as their passionate and have a thirst for knowledge.
- Self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.
- Individuals who value and respect one another and demonstrate the TRINITY values in action.
- Knowledge acquisition that has been built up over time and retained.

### **Means of Measuring Impact:**

- The curriculum is regularly reviewed, developed, monitored and evaluated by Senior Leadership Team, teachers and teaching assistants, external advisers and governors, leading to improvements and innovation.
- Subject leaders take responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum.
- Planning is detailed, regular and collaborative and prepares teachers so they provide a coherent, personalised learning experience.
- Assessment is both formative and summative and progress and attainment are regularly tracked.