



CURRICULUM OFFER



"Whatever you do, work at it with all your heart." (Colossians 3:23)

About our schools: The Federation of Hindlip C.E. First School and Tibberton C.E. First School provides an education for children of 4 years to 9 years in some mixed age classes. Both Tibberton CE First School and Hindlip CE First School are inclusive schools founded by the church. Strong links with the church have been a feature of our schools for around 150 years and form a solid foundation for the teaching within it.

We aim to deliver a high-quality education to our pupils, underpinned by the beliefs and practices of Christianity. Our schools' Christian vision and values permeate and underpin all aspects of school life. These impact directly on the way we care for the welfare of the children, parents and staff of the school communities. We endeavour to ensure that our whole school communities have the opportunity to achieve and grow in spiritual health, wealth and happiness.

Our Vision

The staff, governors, pupils and parents of Hindlip CE First School and Tibberton CE First School have collaborated to produce our school vision and values. Our vision reflects the aims of our Christian School Federation, promoting a love of learning and of life itself. Working in partnership with all our local schools, wider education settings and the Worcestershire Diocese, we are committed to providing an education that enables every person to flourish in the widest sense.

We want our children to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life. We want our learners to live out 'life in all its fullness'.

We plan and provide an ambitious, broad, balanced and inclusive curriculum to reflect these aims, underpinned by the National Curriculum, Early Years Foundation Stage, the Worcestershire Agreed Syllabus for RE and Understanding Christianity. We are particularly proud of our school values which underpin our teaching and we actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and acceptance of those with different faiths, beliefs and for those without faith.

Our Vision Statements - We have agreed that, together, we will strive to ensure that we:

'Achieve, Believe, Care' whilst we 'Love and respect ourselves, others and God's world.'

Our vision permeates all aspects of school life and is supported by the Christian values we teach. At the heart of our vision is our commitment to serving with **Grace**, we will give our very best to our school communities, and every individual within our communities, adult and child alike.

'Grace is a gift from God.' (Ephesians 2:8).

Within our schools, we are committed to providing an education which includes a broad, balanced and inclusive curriculum, which will allow our pupils to grow and flourish in the widest sense. The Christian family ethos of our school means that every member of our community feels valued and supported. Our knowledge of every child allows them to grow academically, spiritually, intellectually, emotionally, physically, socially and morally and prepares them for the next steps in life. Our distinct Christian vision comes from a strong and meaningful partnership between all stakeholders.

The school has consulted with pupils, parents, staff and governors to establish a vision which is shared and understood by everyone involved in the life of the school. Through this process 6 core values were identified. As a Church school, these values are very important since they underpin everything that we do. The value given greatest importance by the school communities is love.

Our Distinct Christian School Values are:

Love - We love God and one another as Jesus taught us.

Respect - We appreciate the importance of respecting everyone and everything.

Friendship - We understand that a good friend can be trusted and is loyal.

Perseverance - We are happy to learn from our mistakes and never give up.

Truthfulness - We always tell the truth and earn the trust of one another.

Courage We recognise that we need courage to try our best, meet our goals and live by our values.

The Greatest is Love: Our vision recognises the significance of the key value 'love' and its pivotal importance in Christian teachings. There are two key passages from scripture that emphasise the importance of love. Jesus talked about the two greatest commandments:

'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength [and] You shall love your neighbour as yourself.' (Mark 12:30-31).

The value of 'love' also encompasses so many other distinctly Christian values and indeed, many of our school's core values. We see this in the extract which we hold close:

'Whatever you do, work at it with all your heart.' (Colossians 3:23)

Our Aims: To help each individual flourish...

- To be happy, caring and welcoming schools rooted firmly in Christian values and in principles that safeguard and promote the welfare of all within the school communities.
- To provide a high-quality education and ensure high standards of achievement for every child; academically, spiritually, intellectually, emotionally, physically, socially and morally.
- To ensure everyone should attain their personal best.
- To provide opportunities for our children to develop their spiritual selves, their respect and understanding of their own faith, beliefs and culture and that of others.
- To provide pupils with the opportunity to develop their relationship with God, should they choose to do so.
- To be family orientated schools that at the heart of our communities, where all are respected and valued.
- To foster successful partnerships with parents, carers, the church and local communities.
- To develop our children's spirituality through encouraging curiosity, fostering a love of life and nurturing a sense of awe and wonder in the world around us.
- To develop and celebrate our British Values of democracy, rule of law, individual liberty, respect for and acceptance of those with different faiths and beliefs and for those without faith.
- To create successful learners, confident individuals and responsible citizens who are aspirational.
- To encourage children to be resilient and resourceful so that they are able to adapt and grow in an ever-changing world.
- To develop enthusiastic, positive and independent children who are equipped with life skills and who are prepared to meet the challenges and opportunities that lie ahead.
- To open our children's minds to a world of possibilities by promoting risk-taking (in a safe environment) and creativity.
- To help our children to achieve economic well-being by developing effective team work, communication, problem-solving and leadership skills.
- To promote a life-long love of learning by providing a stimulating, rich, exciting and engaging curriculum tailored to meet individual needs.
- To ensure that the unique contextual needs of our pupils are met through our curriculum offer.

Learning

We understand that the school is a place of learning. We are committed to a vision of ensuring high standards of achievement for pupils whilst equipping them with the skills to become independent life-long learners. This is supported and reinforced by our commitment to children's spiritual, intellectual, emotional, physical, social and moral development. All our children will do their personal best.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons and teaching adaptively so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our equality policy and in our SEND policy and information report.

Curriculum Intent

At Tibberton and Hindlip First School First Schools we plan and provide a broad, balanced and inclusive spiral curriculum, underpinned by the [National Curriculum](#), Early Years Foundation Stage, the Worcestershire Agreed Syllabus for RE and Understanding Christianity. Our intent is to provide a carefully planned framework of education, unique and evolving to meet the specific needs of our settings and the pupils in our care, which enables every person to flourish in the widest sense.

We run '**vertical drivers**' alongside our core curriculum. Linked to our contextual needs we explore opportunities for ***Courageous Advocacy; Our Values, Diversity; The Environment; Staying Safe and Our Place in the World***, in all our core topics in every year group. The skills, knowledge and understanding gained at each stage of school makes our pupils ready for their next stage of learning and life. All pupils will be supported to reach their potential and are exposed to a wide range of experiences, skills and knowledge to shape them into successful learners.

Our high expectation of our pupils encourages them to be ambitious and to persevere to achieve their full potential. We develop a sense of pride in self, in our accomplishments and in our schools, which shapes us all. This is supported by our Christian ethos, our British Values, and the SMSC and PSHE curriculum, all of which threads through the wider curriculum and is reflected by our attitudes to learning and each other. We ensure that all children have access to the curriculum at an appropriate level regardless of gender, ability, special needs and ethnicity. The vision for our school and our curriculum intent is discussed and reviewed regularly by our school community. Further information can be found in relevant school documents e.g. How pupils with SEND are catered for, RE and Collective Worship, Equal opportunities.

Curriculum Implementation

Our spiral curriculum is implemented by teachers and support staff who are committed to our Christian foundation. They are caring, experienced, inspirational, and deeply committed to do their very best for the children in their care. They deliver motivating and engaging lessons that have been planned into a logical sequence, to ensure learning builds on key skills, is both accessible for all, offers challenge and depth, and meets needs of each individual cohort in response to their interests and specific needs. Teachers know their different groups across the school and plan accordingly for their needs.

We are able to utilise the skill set of our staff to enrich the curriculum opportunities across our federation of schools. We deliver much of our curriculum through a topic approach. We plan regular curriculum enrichment through theme weeks or days, where we are able to dig deeper into different areas of the curriculum, often inspired by the interests of our pupils or important events and supported by visitors, trips and linked to our curriculum vertical drivers. Opportunities for 'WOW' activities at the beginning and/or end of each topic are used to motivate and inspire the children and to give them a focused end point to work towards. The curriculum is further enhanced by the use of trips, workshops and visitors into the school, again linked to our 'vertical drivers' and specific to the needs of our children.

We pride ourselves on our 'Quality First Teaching' which ensures most teaching is delivered to everyone. There are opportunities for challenge for our more-able children and our pupils with SEND are supported effectively to learn alongside their peers and narrow the gap. A range of interventions are run in our schools to support specific need. These may be individual or small group sessions which are reviewed regularly to ensure needs are met. Early identification of SEND allows our children to be supported throughout their time at school. This also ensures that all children are exposed to the curriculum expectation for their year group which allows them to be ready to move on with the knowledge and skills they need for the following year. This approach runs throughout our curriculum from EYFS to KS2. Opportunities for team work and collaboration are promoted regularly and we often use mixed ability groupings to ensure our children can act as role models for others.

EYFS is the foundation for all our children's learning. Reception children follow a topic-based curriculum to meet the requirements of the Early Years Foundation Stage. This is made up of **four overriding principles** which our early year's education is based upon:

- **Unique Child** - Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. Prime Areas - Personal, Social and Emotional Development, Communication and Language, Physical Development. Specific Areas - Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

We also incorporate the characteristics of effective learning into all our teaching and learning experiences. Playing and exploring - Children investigate and experience things and are willing to 'have a go.' Active learning - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things both independently and in collaboration with others. The children engage in adult focused and child-initiated activities each day. They work independently and collaboratively with both their peers and adults. We use questioning to encourage the children to explore, problem-solve and develop their independence. The children are provided with ample opportunities to explore both the indoor and outdoor environments, including our Woodland Work area.

Curriculum Impact

To ensure that all pupils fulfil their potential, effective monitoring systems are in place for regularly evaluating the knowledge and understanding that pupils have gained against expectations. We monitor all subjects using a variety of methods. These include 'in the moment' feedback during teaching time, learning walks and observations by subject leaders, book trawls and data analysis. Subject action plans are also in place to address areas to develop and pupil voice is carried out to ensure the views of the children are considered in each subject area. A clear cycle of monitoring ensures Governor impact on curriculum monitoring across the curriculum. The impact of this monitoring and the data collected is disseminated regularly in whole staff

meetings, and to the governing body, to ensure that the curriculum planning is adapted regularly to meet the needs of the children. A quality assurance task is undertaken for each topic taught, with teachers' self-assessment assured by Middle or Senior Leaders. The impact of accurate self-reflection helps to ensure the continuous development of our curriculum. Middle Leaders report at least annually to their link governors upon their actions as subject lead and the impact they have had across the school.

To share and celebrate our unique curriculum and its impact we celebrate learning through displays, assemblies to parents, our weekly newsletters and our websites. We also have weekly celebration assemblies where the children achievements in all areas of school life are promoted. The impact of our curriculum is noticeable in our pupils' attitudes and their engagement in their lessons and is often noted by visitors to school. Our pupils are very proud of their schools and of their learning.

Attendance is carefully monitored and poor attendance is followed up by the SLT. Leave in term time is only granted in exceptional circumstances. Attendance is above national year on year. Attendance is prioritised to support the best possible progress for all pupils.

The impact of our curriculum is measured summatively by internal and external data collection. This included the EYFS, Year 1 Phonics Screening, Year 2 SATS, Year 4 Multiplication Tables check and we also use standardised end of year assessments in KS2. In-house tracking gathers quantitative data three times a year in the core subjects for the following term. End points: Our children reach 3 main 'end points' in their learning journey. These are at the end of the EYFS, their KS1 statutory teacher assessments and for our Year 4 transition to middle school. We carefully plan across key stages to ensure the necessary milestones both academic and personal are met.

The school may deliver some aspects daily, weekly, termly or through specific intensive "themed" weeks e.g. Science Week, History Week, Arts Week. The curriculum is further enhanced by the use of trips, workshops and visitors into the school. A wide range of teaching and learning methods are used to produce a creative and inspiring curriculum. We ensure that all children have access to the curriculum at an appropriate level regardless of gender, ability, special needs and ethnicity.

Please also see our published individual subject level 'Intent, Implementation, Impact' documents