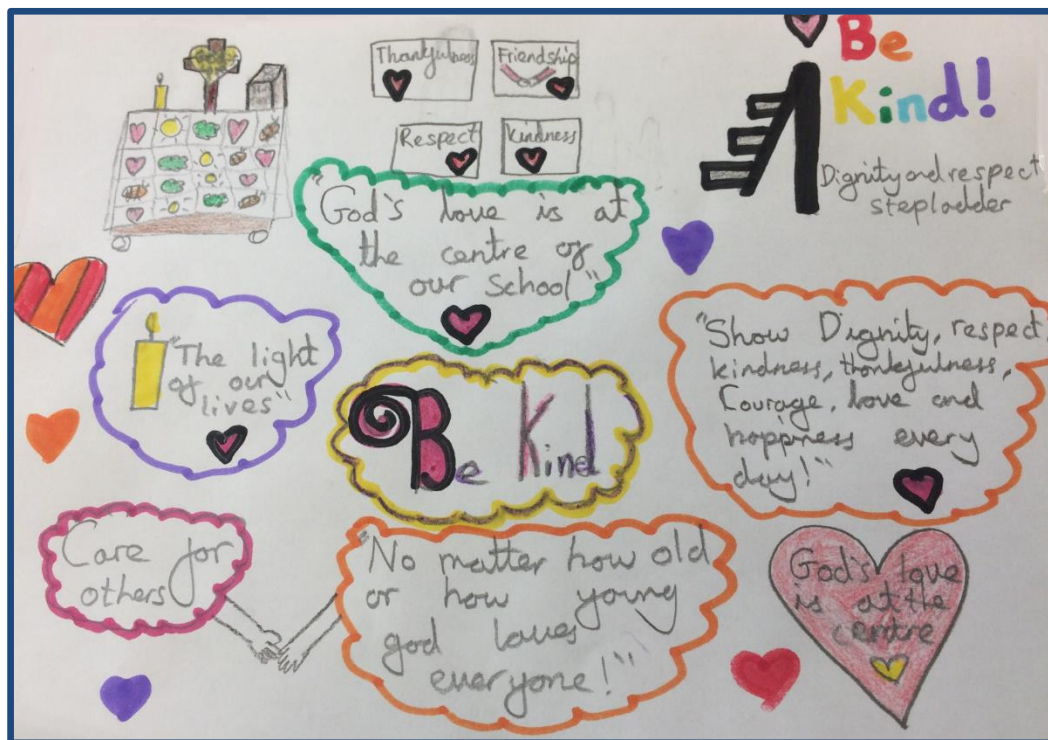




The Heart of Trinity Church School

a community nurtured to learn



We are part of the Bath and Wells Multi-Academy Trust (MAT) family too.

Our Vision

Vision Statement

Nurturing, Inspiring, Encouraging, Celebrating

The school aims to serve its community by providing a stimulating education of the highest quality within the context of Christian belief and practice.

- *Our vision is that the school is at the heart of the local community.*
- *We promote a belief that everyone has the capacity to play a full and positive role in their community.*
- *The Christian ethos is integral to our school, promoting an attitude of mutual respect and responsibility.*
- *We have spiritual development as an integral part of our curriculum and ethos, with worship as an important element of the life of the school.*
- *We foster a love of learning by offering a range of exciting, inspiring learning experiences.*
- *Every child has rich opportunities to achieve in their academic and personal journey.*
- *Pupil achievement is valued, providing an atmosphere which raises self-esteem and pride.*
- *We believe in creating positive and happy memories of primary school education for children and their families.*



Education has the power to enhance the lives of all, and so here at Trinity, our aim is to provide an environment of learning without limits. We will encourage children to become leaders of their own learning and ignite their motivation to exceed their potential. We are devoted to strengthening and transforming children's learning capacity by giving them choice and exposing them to new possibilities; striving towards independent learning for life.

Contents

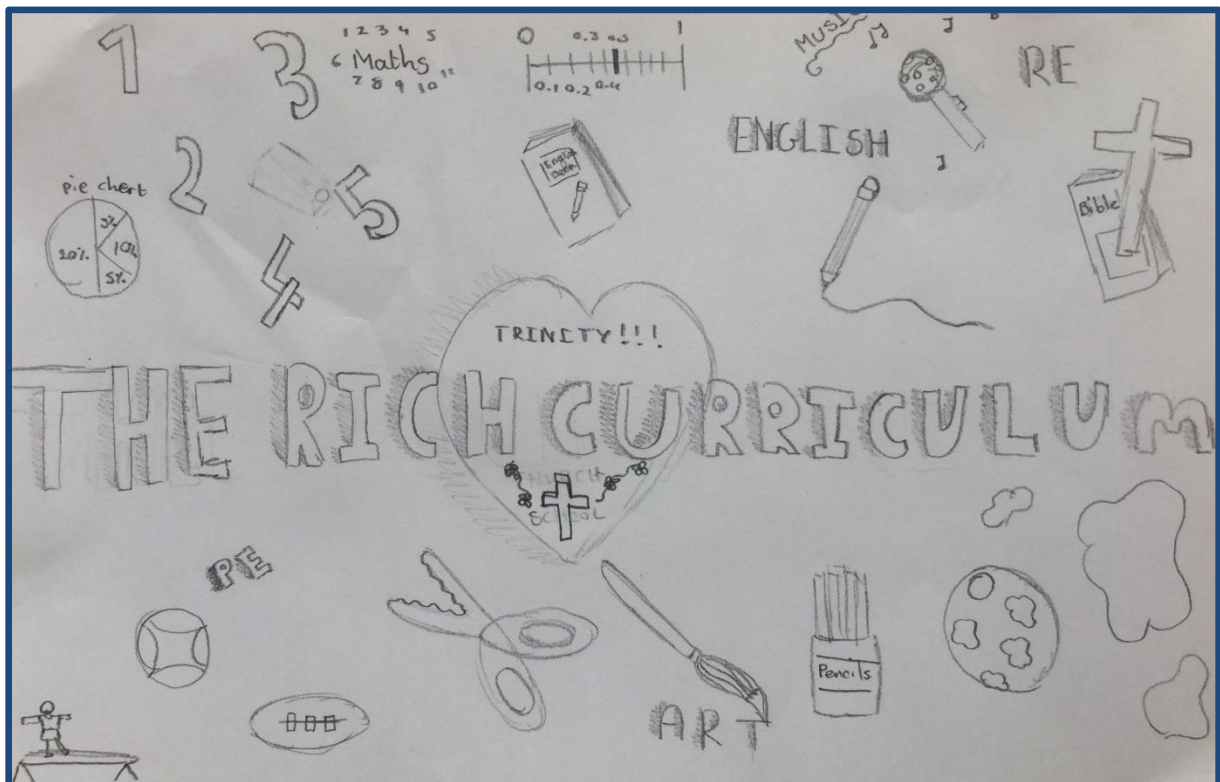
Trinity Values & Community Page 4

The Curriculum *Page 7*

Learning & Teaching *Page 10*

Assessment *Page 12*

Leadership *Page 13*



Our School Values and Community

Everything we do at Trinity is underpinned by Christian values. The twelve values below are those that we feel are at the heart of our learning and play throughout our school. Adults and children are challenged with keeping these values integral to every day. As you enter the school, you will feel the caring community that we offer.

Full Value Contract

At the beginning of a new academic year, each class draws up their own 'class contract': a set of expectations that they all agree to and sign. This then forms the basis of our behaviour policy.

Check-in/Check-out

As part of a class community, the children will regularly come together to share how they feel, their opinions and what's going on in their life. This is a way for the adults to support the children and for them to support each other and develop their class community.

Jigsaw

We use a mindfulness approach to PSHE with a scheme that enables positive learning behaviours; where children value who they are and how they contribute to the world.



A member of gardening group planting seeds in our garden.

Community Groups

As a church school, our values acknowledge that every person is unique and special. Each member of the school community, staff and children, can make a difference! The motto behind Community Groups is 'Serving our school and serving the community'. This promotes the selflessness of working for the good of others. Children also benefit in many different ways personally: developing skills and leadership attributes. It also fosters the awareness that everyone can make a difference. Being part of a Community Group enables children to find their interests and gives a wider perspective on school and their world. It also enables a child to feel valued.

House Groups

At Trinity we have a commitment to creating ways for everybody to live, work and learn together in an environment where there is a belief that we all belong, that all are valued and can achieve great things. Our vision behind House groups is the Christian value of 'Koinonia', meaning 'fellowship'. This promotes the feeling of belonging and family. Children and adults are grouped according to family relationships and it is a time that siblings can come together and work together. House groups also offer opportunities to develop other values such as friendship, respect, courage, trust and thankfulness.

Home Links

Each child from R-Y6 has their own 'Share Book' which enables communication between home and school. A child's achievements and possible targets are recorded here. Weekly newsletters, a website and social media are other ways in which we share our news.

Parent Workshops

Throughout the year the English and maths team hold parent workshops on reading, writing and maths to share strategies and tips on how to help their children in these areas. Children from each class help run these sessions, sharing their work and modelling methods. We value the partnership between parents and staff that supports learning.

Reporting to Parents

We report to parents three times a year including two parents' evenings and a written report.



House Captains

Every year we advertise for new house and vice captains in Year 6. The children have to formally apply, receive votes from their peers and go through an interview process in order to get the job. They have an essential role to play within the school and have always risen to the challenge the role brings.



Celebration Assembly

On Friday mornings we hold a whole school celebration assembly. Children share any recent success in their life outside of Trinity. They are also awarded certificates of success for outstanding work and behaviour within school. Photographs are taken and shared with parents online.





Oasis

Oasis@Trinity offers a chance to chat, have a cuppa, browse our support library, find out what's on, or simply sit a while to enjoy a still place in our busy world. Life throws many challenges our way and it is often with support that we can feel stronger and feel better equipped in dealing with life's challenges.

Church

We enjoy working with our local churches and hope they enjoy working with us! Our school has an Anglican Methodist foundation, which means that our ethos is based on the Christian values and principles of both the Anglican and Methodist Church. We like to think of it as being 'doubly-blessed'! Our clergy work with us on a weekly basis, developing a vision that embraces John 10, v.10 - a full and abundant life. Twice a year, children from Y1-6 walk to either St Peter's or The Methodist Church for our Easter and Christmas service.

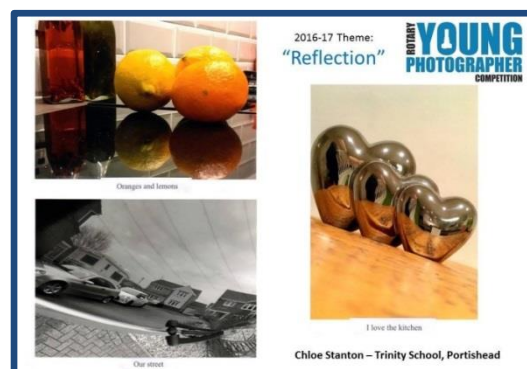


Friends Of Trinity

FoT was founded in April 2008 before the school was even built. They organise and run a huge range of events and fund raising activities including our annual Christmas and summer fairs, craft fairs, toy sales, clothes recycling and quiz nights to name but a few! They provide invaluable support and resources to our school.

Community Links

We have strong links with the wider community and regularly have visitors in to talk to the children and take part in their learning. Children take part in local community competitions and we enter the Portishead carnival and swimathon.



The Curriculum

We offer a curriculum which is exciting and engaging for children, connects with their lives and yet takes them to places they have never been. It is a curriculum that is unique to Trinity Church School; making use of our local environment and the things we get excited and enthusiastic about. It embraces links with our community and extends invitations to inspiring visitors to enrich learning. The curriculum is set within the vision of the school and our Christian ethos; it is not seen as something limited to school and formal education, but as more holistic and widespread.



From the day we arrived on the planet and blinking step into the sun. There's more to see than can ever be seen, more to learn than can ever be learnt. We can reach the sky with expectations high. Joy and delight is the only sound. It's the circle of learning and it helps us all through the tough and the rough, through faith and love. 'Til we find our place on the ladder we're climbing in the circle, the circle of learning.'

Written by Curriculum Community Group

The children in Reception and Nursery steer their curriculum through their interests whilst fully meeting the requirements of the Early Years statutory framework. You can see how our curriculum is mapped out for each year group on the website.

Maths

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.



Writing

Writing forms an essential part of all our lives. It allows us to communicate effectively and express ourselves to those around us. The teaching of literacy skills: speaking, listening, reading and writing allows our pupils to enter the world with the understanding they require to lead happy, successful and enriched lives. Writing can also be an inspiring, fun, and creative opportunity to explore the world around us in many different writing forms.



Reading

Reading is an essential skill that will support children's learning across the whole curriculum. We aim to develop pupils' reading abilities with an integrated programme of speaking & listening, reading & writing. Pupils will be taught the specific decoding and comprehension skills they need in order to read effectively; this is delivered through a phonics teaching programme in their first years at school. We also aim to foster a love and enjoyment of reading both at home and school to transport the children to places they have yet to go.

Curriculum Weeks

At least three times a year, we have whole school curriculum weeks which allow the children to work with different year groups and teachers and explore a theme in a whole host of exciting, engaging and memorable ways. Curriculum weeks are a firm favourite with staff and children alike and the whole school focuses on one aspect of learning. These range from those with a curriculum focus such as 'Money Week' or 'Space' to a local community theme such as 'Portishead's history' or 'Carnival'.

Topics

In Nursery & Reception, learning is carefully planned around the children's interests. From Y1-6, we teach a 2-year cycle of topics or learning themes and aim to make them as cross-curricular as possible. We engage the children with 'wow' days to immerse them in the topic and try to answer a thought provoking question by the end.

'My favourite topic was the Great Fire of London – we burnt houses!'

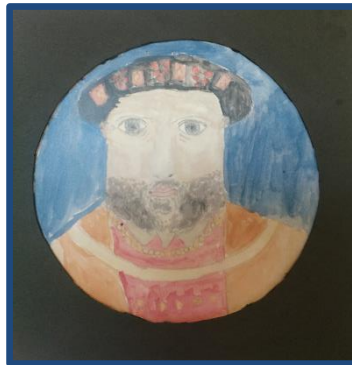


Sports

We are committed to the development of PE and school sport and we recognise the major contribution it makes to the development of the whole child. It is fundamental to our ethos to encourage all our children to enjoy rising to challenges and to develop co-ordination, strength, stamina, skillfulness, collaboration, leadership qualities and to promote intelligent, thoughtful, reactions to situations. We also believe that physical education should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.



We recently won the Sainsbury's School Sports Gold award.

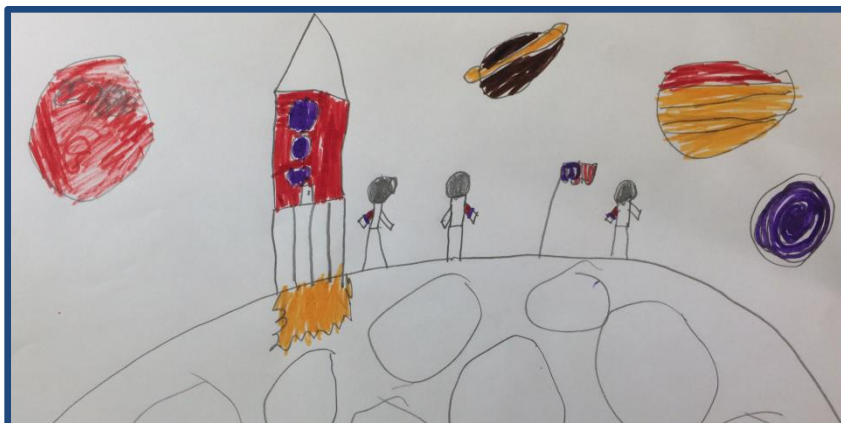


Humanities

Humanities often forms the basis for our learning themes/topics. We weave together the geography of a period of history we are investigating or vice versa. We aim to fire pupils' curiosity about the past, present and future within school, the local community, in Britain and the wider world.

The Arts

We believe children need to be inspired and encouraged to take risks. Children at Trinity are excellent artists and performers and have many opportunities to explore these skills as you will see on the next page!



Science

Science is taught through our learning themes as much as possible. However, as a core subject, it is sometimes taught discretely. We are committed to developing the children's natural curiosity and desire to explore our amazing world through scientific enquiry to discover the world around them.

Year 6 Residential

The Year 6 children have the opportunity to stay at a Christian centre for four days. They learn how to work as part of a team and take part in many different outdoor adventurous activities. They also gain further life skills whilst having a lot of fun!

Visits and Visitors

All classes aim to go on two trips a year to help bring their topics to life and deepen their understanding in context. Each year group has a programme of visits and visitors to enrich the curriculum for the children.

We find that the quality of learning improves when these opportunities are offered. The children themselves are very enthusiastic about this part of our curriculum.



'It is easier to picture in your head if you've been on a trip. If you are writing a story you can describe it better because you've witnessed it. You really feel it not just imagine it.'



Music Lessons

Expert peripatetic teachers from North Somerset music service deliver weekly lessons in guitar, keyboard, drums, flute and singing, which children can choose to opt into.

MAWS concert

All the local schools from the old 'Woodspring' area take part in a concert at the Colston Hall. They sing, dance and play instruments. It has been running for 40 years and they perform to an audience of 2000 people.



'Raise the Roof'

The children in Year 2 and 4 take part in a singing concert with several other local schools, learning a range of fun and educational songs.

Learning presentations

Each learning theme has a WOW day to start it off and ignite the children's interests. We then work with the children to choose an end presentation for their learning. This could be to an audience of another class, parents or the local community.



School performances

Every year group has the opportunity to put on a performance or concert for their families to come and watch. Reception share a nativity at Christmas, Year 1 and 2 share their learning in Term 3, Year 3 and 4 put on a production at Easter time and Year 5 and 6 finish the year off with a performance in Term 6. The children love the opportunity to enhance their performing art skills, singing, acting and dancing. We love to see the children's talent growing over the years.

Learning and Teaching

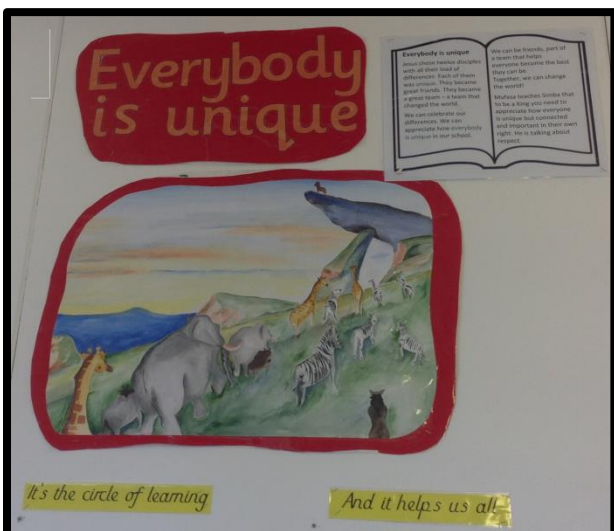
Below you will find information about how we teach and how the children learn. We have been inspired by recent educational research and theorists and the whole staff have developed shared pedagogical approaches to support our vision for learning and an ethic of excellence - the Trinity way.

Fluid Grouping

Children are grouped for learning according to their current needs. There is no rigid format to these groups and can change on a daily or weekly basis or even within a lesson. Children may choose or be guided towards their level of challenge. The aim is that children will be able to manage their own learning and decide what challenge is appropriate for them.

Loops of Learning

To plan and record our learning, we use an approach called 'Loops of Learning' from Y1-6. This is a way of mapping and sharing a learning journey with the children: encouraging their participation and providing an opportunity to verbalise their learning. 'Mistakes' are celebrated and used as teaching points and 'top tips' are shared.



Critical Skills

All teachers have been trained in this teaching approach. It enables children to develop the skills of working collaboratively and independently. They have regular opportunities to solve problems and reflect on their success and take ownership of their next steps.

Learning Without Limits

We believe in 'Learning without Limits' and offer children the chance to challenge themselves and achieve at a level where they may even surprise themselves with what they can achieve!



Talk for Writing

This is an essential concept to the teaching of English created by Pie Corbett. The underlying idea is that if children can't say it, then they can't write it. It is a practical approach based on games and activities that excite the children. Talk for Writing can be used in all areas of reading and writing to build confidence, familiarity and a huge bank of ideas which children can draw upon in their learning.

Life Skills

The Year 6 children visit the 'Life skills' centre in Bristol to learn many skills for life. These include road, rail and fire safety, drugs awareness, money sense and how to call the emergency services.



Lifeskills
LEARNING FOR LIVING

Clubs

There are lunchtime and after school clubs for children to choose from all year round with Reception having this option from the summer term. These range from music to craft to sports. We pride ourselves on being able to offer many experts to coach the children, and several are at no extra cost to parents.



Bikeability

Each year Sole Cycling come in to train the Year 5 or 6 children in road safety when using a bike. They ride around the school and local area and pass their level 1 or level 2.

Specialist teachers

We are very lucky at Trinity to have specialist staff to cover PPA time. Miss Huntley is our performing arts HLTA and is responsible for running the Portishead Young Players Youth Drama Group.

Mrs Russell is an HLTA and teaches computing across the school and is responsible for all IT at Trinity. We have also achieved an RE Gold award through a specialist approach to learning devised by Mrs Heber.



Outdoor Learning

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. We use the outdoors as a learning resource and a way of teaching. Children engage with their immediate outdoor environment and that which is further away, such as the Nature Reserve or the High Street. At lunch times we have 'play zones' that our play leaders' community group are responsible for. We have a wonderful outdoor space at Trinity that includes a pond, a garden, a pet area and a gazebo.



Assessment

Assessment **for** learning (AfL) is the process of identifying what the learner has or has not yet achieved or understood in order to plan effectively, the next steps in the teaching or learning. Good learning is about moving forward, knowing the next steps and asking 'How can this be improved?' It is a key professional skill for teachers and support staff and central to good classroom practice.

Early Years

Our nursery and reception classes follow the Early Years statutory framework. They use software called Tapestry to make observations



and assessments on a regular basis. This is shared with parents and carers and they too can add their voice to their child's learning journey.

Years 1 to 6

KS1 and 2 children are taught according to the National Curriculum. Assessments are recorded on a pupil tracker system. The new curriculum is a mastery curriculum for all that enables deep learning in many contexts. It is reported to parents and the Bath and Wells Trust at the end of each year indicating whether children have achieved ARE 'age related expectations', are 'working towards' them or have achieved 'greater depth'.

The inclusion team

The inclusion team at Trinity monitor children who are not on track to reach age related expectations (ARE) on a termly basis and work with teachers and parents to close the gap. Progress books are used in partnership with parents/carers to support children in their next steps.

Medical needs are also catered for with the support of other professionals to ensure that a child can develop their learning alongside their peers.

National Summative Assessments

Nursery / Reception – The national Early Years Profile is used to track attainment and progress of our youngest children.

Y1 phonics screening – this happens in June every year and tests the child's ability to apply their phonic knowledge to decode words.

KS1 SATs – these are used in Year 2 in May to support teacher judgement of a child's attainment in reading, writing and maths.

KS2 SATs – these happen each year in May for children in Year 6. Tests for reading, maths, spelling, punctuation and grammar are sent off to be externally marked. The results are combined with teacher assessment. Writing is assessed by the teacher.



Self and peer assessment

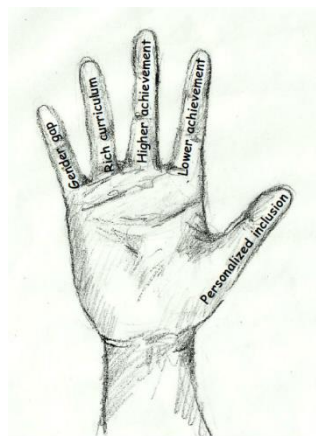
Throughout a learning journey, children are encouraged to be reflective about their own work. They use success criteria and rubrics to assess and review their work and suggest improvements. Within all of our supportive class communities, children are able to reflect critically too on another child's work sharing with them 'what went well' (WWW) and what would be 'even better if' next time (EBI.)

Leadership

Our school is led by our governing board who are a team of appointed and elected representatives from our community and a link director from our Multi-Academy Trust. The staff leadership is effectively structured to include our four phase leaders (EY, KS1, Lower KS2 and Upper KS2), our Nursery Manager, our Deputy Headteacher and our Headteacher. This creates a strong and diverse group which has a positive impact on learning.

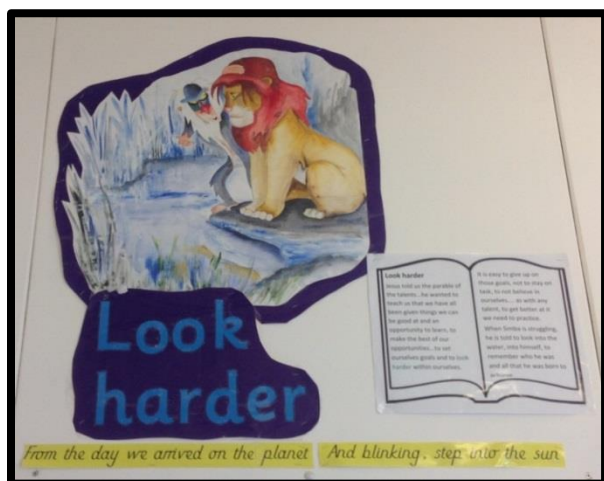
SDP

Each year the leadership team will use data and questionnaires from pupils, staff and parents to formulate the School Development Plan (SDP) for the coming year. There are usually four targets that will be shared with all stakeholders and form the basis of CPD, meetings and data scrutiny for the coming academic year.



Phase Leader

Phase leaders are each responsible for two year groups. Their role is to promote the vision and aims of the school, to foster enjoyment and excellence in the curriculum. They enable the phase to run smoothly and efficiently and support the wellbeing of staff and children. The impact of this role is to promote high standards of individual pupil achievement.



Special Educational Needs Coordinator

The SENCO is responsible for the day-to-day operation of Trinity's SEND policy. They co-ordinate additional support for pupils with SEN and liaise with their parents, teachers and other professionals who are involved with them to ensure every child makes the best possible progress in school.

House Captains "Trinity allows us to interact with and support younger children in different activities. We love being an important part of whole school, phase and class workshops. House Captain Meetings enable us to feel like leaders because we discuss issues and find ways of moving forward."

Governors -The governors have a strategic role in setting the vision of the school and ensuring we meet the expectations within the vision.

Head teacher

The headteacher is responsible for the overall strategic vision and ethos of the school and ensures high standards of achievement across the school from Nursery to Y6. Through enabling staff to work to their strengths and equipping them and the school well through the best use of the budget, the school can thrive and be a nurturing successful community.

Deputy Head Teacher

The deputy head teacher supports the head teacher, phase leaders and class teachers in implementing and reviewing key pedagogical practices which promote high standards and achievement for all children. The deputy head teacher closely monitors the data supporting this aim, ensuring that progress and achievement is in line with school, MAT and national expectations.

Monitoring Teaching and Learning (MTL)

Teaching and learning is monitored in different ways throughout the year by various members of staff, the Trust and other professionals. We also have focussed MTL weeks when each phase is monitored by the leadership team to ensure school policy is followed and progress is being made against the SDP. This is done through book scrutiny, child conferences, observations, data tracking discussion and collaboration with all staff.

Subject leaders

All curriculum areas have an appointed leader, who is a teacher within the school who champions the subject and ensures continuity, progression, entitlement and enhanced opportunities for learning.