

Tyndale Primary is an inclusive school where every child has access to a knowledge rich, challenging curriculum, which is broad and balanced with a 'wider offer' to give our pupils the best chance of success.

Our school values underpin the guiding principles of our curriculum:

ASPIRATION <i>"You can do, and be, anything you want"</i>	SUCCESS <i>"Transforming Can't, Won't, Don't to Can, Do, Will"</i>	PRIDE <i>"The simple act of caring is heroic"</i>	NURTURE <i>"Stay safe, stay healthy and above all, stay positive!"</i>
Our pupils enjoy a wealth of experiences, trips, and visits within the local community and beyond. Our Character Education programme develops the whole child and seeds future career aspirations.	Pupils are taught to read, write, and speak well in English. They will feel confident to engage in discussions and share their viewpoint. Our pupils will learn how to communicate digitally safely and effectively.	Pupils contribute to their local community and appreciate their role in the wider world. They learn about different cultures and religions and celebrate diversity in cultural studies. Our pupils learn about contemporary issues, knowing both how fragile the world is and ways in which they can protect it.	Pupil well-being is prioritised so that pupils feel valued and supported. They are taught how to stay healthy, happy, and safe in mind and body. Through Character Education, pupils are equipped with the tools to be resilient in the face of challenge or adversity.

<b>What is the Intent of our Curriculum?</b>	<b>Tyndale virtues of Character:</b>	<b>RESPECT</b>	<b>RESILIENCE</b>	<b>RESPONSIBILITY</b>
	<b>The type of learners we develop:</b>	Healthy, informed, and articulate pupils who know their rights, understand the five British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) and seek to lead safe, active and fulfilling lives.	Confident, resilient individuals who have high expectations for themselves and welcome challenge to enable all children to learn and develop their skills to the best of their ability. Tyndale has limitless aspirations for all pupils irrespective of background, prior attainment or SEND who can learn in a happy and safe learning environment.	To enable all children to have respect for themselves, have a high self-esteem, and to be able to live and work co-operatively with others and have respect for the environment. Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent, responsible, adaptable, confident and considerate members of the community.
	<b>We provide knowledge and skills:</b>	<b>Knowledge is power:</b> Our curriculum is rich and broad, providing pupils with a wealth of knowledge, which is coherent, rigorous, and logically sequenced. We support the retention of knowledge and the movement of new knowledge from the short term to the long-term memory by using self-quizzing. We teach our pupils to know more so they can remember more and be able to do more.		<b>Skills:</b> We sequence, build, and consolidate progressive skills so that they develop and support the knowledge that is taught and provide our pupils with a 'toolkit of knowledge and skills'. This effectively prepares Tyndale pupils for their transition to secondary and beyond.

<b>How Do We Implement the Curriculum?</b>	<b>We prioritise Reading</b>	We prioritise developing an embedded culture which fosters a love of reading. Teaching pupils to read is our primary focus to open the doors of learning which books offer. Reading has now become a core part of everyday life at Tyndale. Within the timetabled day, there are 70 minutes of deliberate teaching of reading. Our unique and inspiring reading programme gives our pupils the opportunity to read classic literature every day in 'DEAR' (drop everything and read) time. Every pupil spends the last 20 minutes of every day following their own copy of a book, whilst the teachers read aloud, demonstrating fluency, expression, intonation, and a passion for the enjoyment of reading. By the end of year 6, our pupils will have read an extensive number of books with challenging themes and vocabulary. Adults read frequently to help secure their skills and embed their love of reading. Our priority readers receive daily one to one support to help them to become more confident and fluent. From their first day, pupils embark upon a progressive Phonics reading programme, which develops solid reading skills in a carefully planned sequence, matched to reading books. We foster good home/school reading habits and instil a love of reading, by sharing cross-curricular books.														
	<b>Every pupil will benefit from:</b>	Disruption-free Learning			Unapologetic High Standards			High Quality Learning Environment			Taught Learning Modes			Inclusive Culture		
	<b>Each lesson follows this structure:</b>	<b>Knowledge Check:</b> <i>"Retain and build"</i> This is a prior knowledge quiz to retain knowledge taught yesterday, last week, last term and last year.			<b>Aspiration</b> <i>"We can, and we will"</i> This is the teacher input phase of the lesson when new knowledge is introduced and explored.			<b>Success</b> <i>"Let's do this together"</i> This is a guided practice, an opportunity for pupils to experience a high level of success			<b>Pride</b> <i>"Look what I can do"</i> This is the independent practice phase. This links with the pride we promote for presentation of work, "is my work today better than yesterday?"			<b>Nurture</b> <i>"I feel safe in this knowledge"</i> This is the 'exit ticket' phase of the lesson where pupils apply the taught knowledge to an exam style question.		
	<b>Our approach to learning and CPD:</b>	Our Senior Leadership Team (SLT) work closely with Subject Leaders to ensure that the highest standards for each subject are achieved and Continuous Professional Development (CPD) prioritises teachers' secure subject knowledge and pedagogy. Subject specific learning and vocabulary (both skills-based and project-based) is shared with the children throughout the projects ensuring they develop their understanding of each curriculum subject as well as understanding the purpose of skills in a real-life context.														
	<b>Personal Development:</b>	We want children to enjoy their learning at Tyndale. We firmly believe that, if we pay close attention to supporting pupils' personal development in a structured way, we will improve both their capacity to learn across the curriculum, and ultimately, their life chances. Our curriculum is child-centred, and we are committed to ensuring that all our pupils know how to be safe, healthy, caring, happy individuals who value positive relationships. Our curriculum prioritises children's social, moral, spiritual, and cultural development (SMSC), building their cultural capital through our Character Education programme and seeding future career ambitions through exciting guest speakers. Dedicated lessons focus on statutory Relationships and Health Education (SRE), to help children understand healthy relationships, how to stay safe online, maintain mental and physical health, and understand age-appropriate sexual health education. We prepare pupils effectively for their transition from pre-school to EYFS and from Year 6 to secondary school.														
	<b>EYFS:</b>	Communication and Language Development		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding of the World		Expressive Art and Design		
	<b>National Curriculum:</b>	English	Maths	Science	PSHE/RSHE	RE	History	Geography	Computing	PE	Spanish	Art	DT	Music		

<b>How Do We Evaluate the Impact of Our Curriculum?</b>	<b>Evaluating Impact:</b>	The success of our curriculum is measured through regular monitoring of the children's knowledge, skills and understanding by Subject Leaders and SLT using observations and outcomes of children's work.
	<b>Accountability Measures:</b>	Coverage, pitch, progression, and assessment are integral to this monitoring and determine how well our children are achieving. Subject Leaders are equipped by SLT to carry out internal research to gain a thorough understanding of the standards in their subject. Pupil and teacher voice are highly valued, and we measure the progress and attainment of all groups of children.