



# THE GOOD SHEPHERD TRUST



## Education Offer

2024-25

*Transforming Schools, Transforming Lives*

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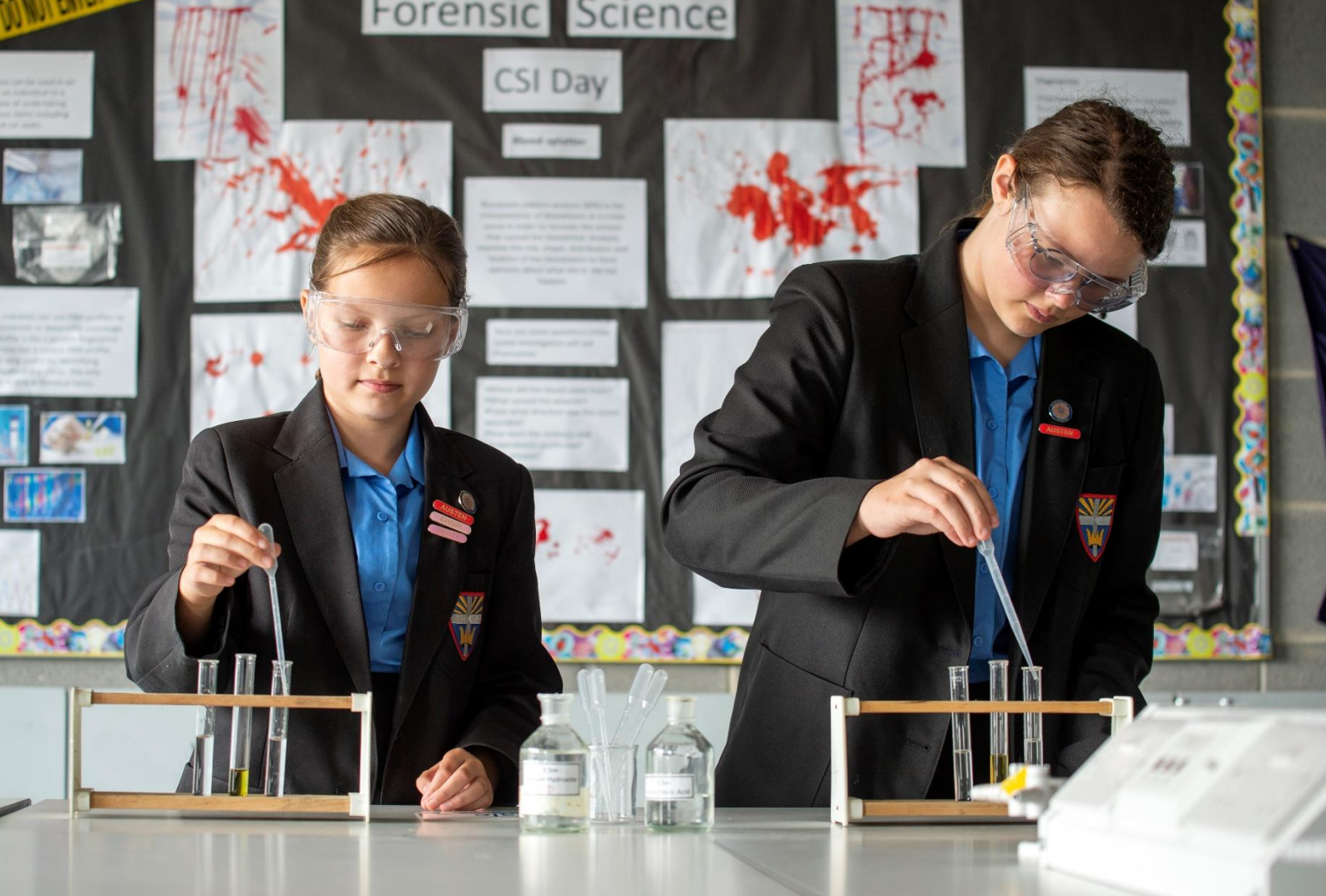
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***I have come that they  
may have life, and  
have it to the full***

***John 10:10***



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# **Vision and Values**



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# Our Vision and Values

**“To be better, together: to ensure an ambitious education for every child in every school every day”**

Our vision at GST reflects our unwavering commitment to excellence in education. Grounded in the symbolism of the good shepherd and informed by the teachings of the Bible and the vision of the Church of England, our vision inspires us to strive for greatness, both individually and collectively, as we work towards ensuring an ambitious education for every child in every school every day.

We commit to:

Having an ambitious culture which enables self-confidence and aspiration in everyone in our family, child or adult.

*“How much better to get wisdom than gold, to get insight rather than silver!*

*Proverbs 16:16*

Having a highly connected, growing and flourishing GST community where everyone is known, diversity is valued and highly effective, responsive services are shared.

*“So that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it. Now you are the body of Christ, and each one of you is a part of it.*

*1 Corinthians 12:25-27*

Serving our community by developing an enriching and exciting social, emotional, spiritual and cultural educational provision; driving high quality learning for all.

*“Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others”.*

*Philippians 2:3-4*



**Jesus said “I have come that they may have life, and have it to the full.”**

**John 10:10**

Jesus, the good shepherd, embodies values which guide our work and relationships, including:

**Trust**  
**Love**  
**Courage**  
**Respect**  
**Integrity**

Our values will be lived out by all our people in every aspect of our work, including our behaviours, policies and decision-making.

*Whilst this vision provides a foundation for our schools within our trust family, each of our schools will have their own distinct vision that reflects their own school community.*

# Achieving Our Vision:

Within the GST, we envision an education system deeply rooted in the principles outlined by the Church of England's vision for education.

Our approach extends beyond academic achievement, nurturing well-rounded individuals who are equipped with the wisdom, hope, empathy, and integrity to lead fulfilling lives and contribute meaningfully to the world around them.

We understand the diverse and changing needs of our school communities and the importance of collaboration and collective responsibility for continuous improvement. We recognise the talents across our trust and seek to use these to support across our schools.

Central to our vision for our pupils is the recognition that education is about nurturing the whole child—academically, socially, and spiritually—and so we seek to create learning environments that celebrate diversity, foster resilience and instil a sense of moral purpose in our pupils.

Our strategic plan promotes inclusivity, equity, and excellence, with initiatives to raise standards, foster innovation, and maintain high expectations across our schools.

## 2022-2025 Strategic Aims

1. All GST schools are strong, improving and developing in their context
2. To grow strategically and sustainably
3. Maintain our financial base to be sustainable and to support all our schools
4. To deploy high-quality central services that are valued by our schools
5. Attract, develop and retain the best people

We aim to 'reduce the noise' in schools to allow leaders to focus on the educational aspects of the school.

## Achieving our strategic aims

As we approach the final year of our three-year plan, we are consolidating our education support to schools and have built a strong team (see pages 14-16). Our 24th school joined the trust in November 2024 and we continue to work with schools that would like to join our trust.

The central team provides valuable support to our schools in all areas of education, finance, HR and estate management and is financially strong.

Through our GST networks and strong CPD offer we are building succession planning at all levels in the organisation.



# **School Improvement Strategy & Team**

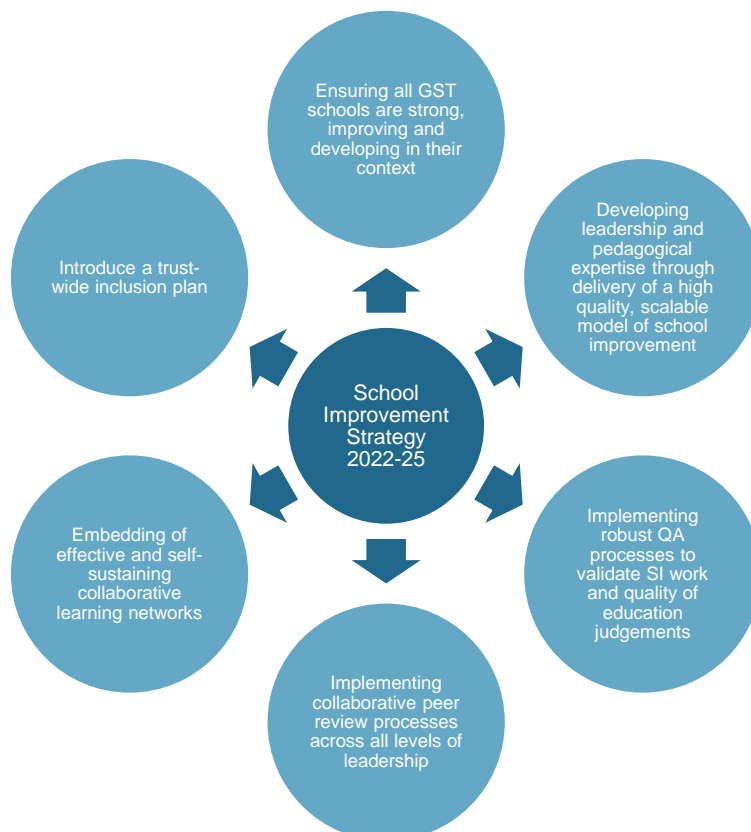
# Our School Improvement Strategy

Our school improvement strategy is shaped around our mission, demonstrating our commitment to transforming the lives of our pupils and staff, ensuring that all can flourish as a result of the rich and varied experiences and opportunities made available to them.



We utilise the five pillars for quality multi-academy trusts and their associated ‘trust quality descriptors’, as identified by the DfE, to support our decision making, inform our policy-making and to ensure we maintain our clear and ambitious vision in setting our priorities for improvement and capacity-building, suited to our context and that of our schools. Our strategy also takes into consideration the ‘five school improvement fundamentals’ (Professor Toby Greany, 2018 Sustainable improvement in multi-school groups research report).

Our school improvement strategy is built upon these six areas below:



# Our School Improvement Team

Our school improvement team at GST includes members from our central team, staff across our organisation, and our professional partnerships. This approach allows us to leverage subject and aspect specialists who are experts in their fields, along with the skilled leaders and teachers from our trust schools.

School leaders regularly collaborate with Alex Clark, Chief Education Officer, to set strategic school improvement priorities, ensuring that support and challenge from our central education team is distributed effectively and fairly across the trust.

We broadly separate our schools into three categories: core, enhanced and priority and this helps guide our offer for central education team school improvement support. Schools are notified of their allocation for this support during the summer term following discussions with the Chief Education Officer.

# Our Central Education Team



**Paul Kennedy**  
Chief Executive Officer and  
Accounting Officer



**Alex Clark**  
Chief Education Officer



**Maria Roberts**  
Senior Education Officer



**Liz Tedbury**  
Head of Inclusion, Safeguarding &  
Wellbeing and DSL



**Suzanne Higgins**  
School Improvement Leader - Head  
of English



**Jade Hills**  
Head of Curriculum and Pedagogy



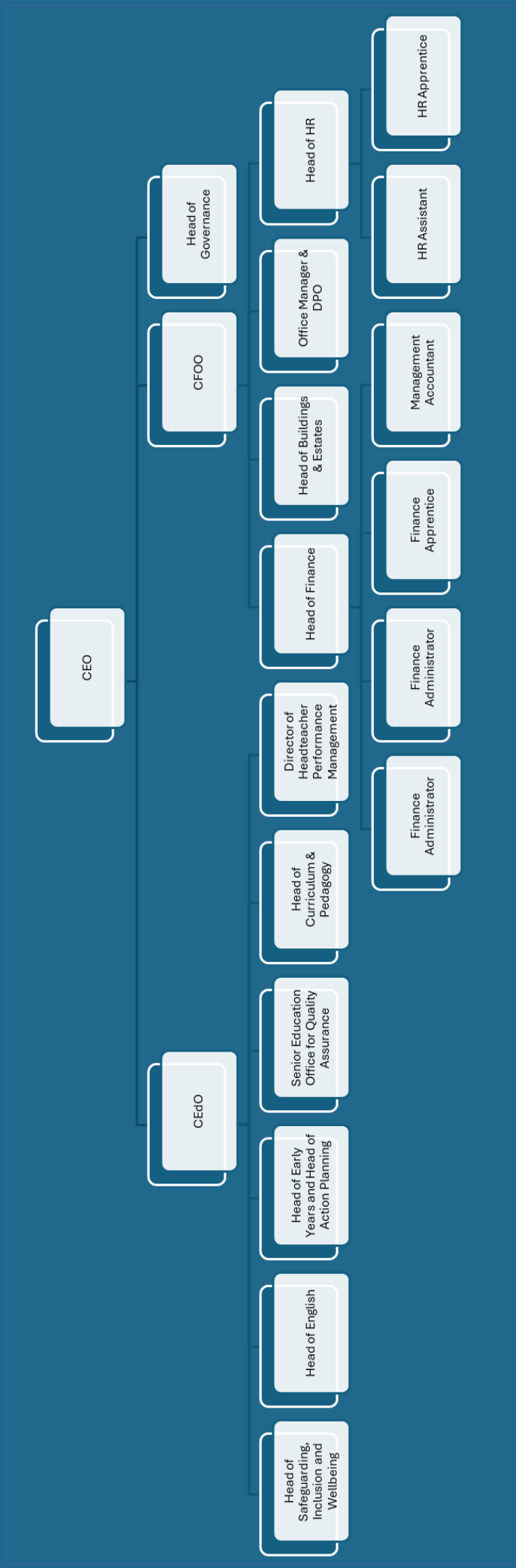
**Susie Pietrzak**  
Head of Early Years



**Kate Evans**  
Director of Education - Quality  
Assurance

# Our School Improvement Team

## The Central Team



## School Based School Improvement Support

- Subject Network Leads
- Leadership Coaches
- Lead Practitioners

# **Teaching & Leadership Development**

# Teaching & Leadership Development

We offer a growing range of additional teaching and leadership development opportunities for our schools. These are shaped by the local development needs of our schools as well as current national educational initiatives. Our aim is to ensure that our schools are well placed to meet not only their statutory obligations but also their contextual improvement needs.

## Teacher Training Partnerships

From September 2024 we became a hub for 'Inspiring Future Teachers', providing ITT through the SCITT programme. We offer training in: Primary 3-7; Primary 5-11; Secondary 11-16 - English, Maths, Sciences (Biology, Chemistry, Physics), Geography, History, MFL (French/Spanish), Computing, RE, Music, DT (RM and Food), Drama, PE, PE with EBACC, Physics for Engineers, Mandarin, Art and Design (includes Textiles) and; Secondary 14-19 - Business Studies, Psychology, Sociology.

## Early Careers Teachers

All early career teachers are entitled to two years of training based on the early career framework. All GST schools choose their own appropriate body and training provider and provide an induction tutor and mentor from within the school. Please see your school's ECT policy which states who these are.

## National Professional Qualifications (NPQs)

Teachers in our schools are able to access the full suite of National Professional Qualifications (NPQs). Our preferred providers are GLF, The Church of England and Catholic Education Service. From September 2024, there is scholarship funding for all teachers from publicly funded schools and 16-19 educational organisations up to the cap of 10,800 places in the following NPQs: NPQLPM- Leading Primary Mathematics, NPQSEN – NPQ for those leading on SEND, NPQH - Headship and NPQLTD – Leading Teacher Development (only for Lead Mentors working with an accredited ITT provider in 24-25). In addition, funding is also available for: The Early Headship Coaching Offer, if you are in the first five years of headship; those heads will also need to be doing, or have done, the Headship NPQ. For all other NPQs, scholarship funding to cover the full NPQ course cost will be available to selected schools based on certain criteria. Headteachers of those school have been contacted to offer places.

## Lead Practitioners

We recognise that developing high-quality teaching and learning across our trust is our core purpose and want to ensure that our schools have access to lead practitioners who can support staff from across our schools, as appropriate.

Our lead practitioners, in collaboration with SSAT, have undertaken an accreditation to demonstrate their expertise, knowledge and skills in leading practice across three categories:

- Personal skills and attributes
- Professional knowledge
- Process and Impact on others

In addition, we are fortunate to have two trust colleagues who are undertaking additional qualifications, enabling them to train further leading practitioners across the trust in the future.

*To enquire about utilising our lead practitioners or training to become one, please contact Alex Clark, Chief Education Officer [alex.clark@goodshepherdtrust.org.uk](mailto:alex.clark@goodshepherdtrust.org.uk)*

## Leadership Coaching

Leaders from across the trust are able to benefit from the BASIC coaching methods that we employ, developed by author and speaker Andy Buck.

Colleagues that are able to demonstrate their understanding and implementation of the BASIC coaching method and principles are awarded the 'BASIC Coaching Skills Certificate', enabling us to grow a team of coaches across our schools to support goal setting, skill development and continuous improvement.



GST is fortunate to have two trust colleagues trained to deliver the BASIC coaching programme and this allows us to reach and support a growing number of schools to ensure staff and leadership development are as impactful as possible, supported by a culture of trust, collaboration, problem-solving and reflective practice.

*To express an interest in training as a coach, or utilising our trust coaching team, contact Jade Hills, Head of Curriculum & Pedagogy:*

*[jade.hills@goodshepherdtrust.org.uk](mailto:jade.hills@goodshepherdtrust.org.uk)*

## Professional Development for Support Staff

We are committed to ensuring that we are able to offer high-quality CPD and training to develop support-staff members across our schools. We fully appreciate the role that our teaching support teams play in sharing effective teaching and learning and want to support our schools in developing the skills of our workforce as effectively as possible.

We are able to provide training opportunities for support staff from across our schools through central team support as well as centrally and school run training sessions.

For more information, please see our list of training within our professional learning schedule.

## Writing Moderation

We have a three-tiered approach to writing moderation as outlined below:

Schools	Hubs	GST
<p><b>Termly/half termly:</b></p> <ul style="list-style-type: none"> <li>In year group teams, key stages or mixed year groups.</li> <li>Member of SLT present.</li> <li>Focus pupils chosen during pupil progress meetings.</li> <li>GST writing grids used to inform discussions.</li> <li>Judgements agreed and next steps identified.</li> </ul> <p><b>Regular support for EYFS from GST Head of Early Years.</b></p> <p><b>Summer Term – Year 6 external moderations (<i>selected schools</i>).</b></p>	<p><b>Termly:</b></p> <ul style="list-style-type: none"> <li>GST Head of English to attend.</li> <li>GST Head of Early Years to support EYFS teams.</li> <li>Meet in year group teams.</li> <li>Share work of border-line pupils for EXS and GDS (other key groups may be selected.)</li> <li>GST writing grids used to inform discussions.</li> <li>Moderation forms completed, identifying any gaps in evidence and suggesting next steps.</li> <li>Outcomes from sessions inform future teaching and learning.</li> <li>Supports teachers in making accurate judgements, promotes effective networks and professional discussions and provides an opportunity to share ideas.</li> </ul>	<p><b>Annual – Summer term:</b></p> <ul style="list-style-type: none"> <li>Years 1-6</li> <li>1:1 session with Head of English (and one other central team member for larger schools, if needed.)</li> <li>1-2 schools per hub selected each year (KS1 &amp; KS2).</li> <li>Sample of writing for a range of audiences and purposes for pupils judged to be WTS, EXS and GDS.</li> <li>Exemplification samples collected from these sessions to support future discussions.</li> </ul> <p><b>Autumn term target setting and predictions with SLT and CedO/SedO.</b></p> <p><b>Termly option upon request/where CPD need is identified following data drops.</b></p>

We have trained moderators for Surrey amongst our teams which further supports accurate judgements of writing in our schools.

## Headteacher Peer Review

We encourage visits between schools as part of peer review, however this is not part of our school improvement strategy.



## Headteacher Performance Management

The effective appraisal of a headteacher's performance helps us to ensure continuous professional development and sustained school improvement is established within each school's culture and to continue to raise educational standards. There are two formal performance management meetings throughout the year.

## Headteacher Away Day

We host an annual away day for our headteachers enabling them to come together with the central team for shared professional and strategic development.

Last year, we celebrated the wider curriculum enrichment opportunities across the trust to produce a 'Curriculum Enrichment Charter'.

## Deputy & Assistant Headteacher Away Day

In Autumn 2024 we hosted our first 'Deputy and Assistant Headteacher Away Day' at the Eduthing Office, Walton on Thames.

Diana Osagie led a session on 'Courageous Leadership'. This was followed by a session exploring our 'Curriculum Enrichment Charter' and then some discussion around establishing and shaping our new Deputy and Assistant Headteacher network.

## Annual Trust Conference

Last year in spring we held our first ever trust conference and plan to continue this as an annual event.

We were able to bring all colleagues together in their hubs, to provide an opportunity to connect, network, share and discuss best practices, as well as learning something new and/or build upon prior knowledge.

In spring 2024 Jaz Ampaw-Farr (author, co-founder of Human First and previously on The Apprentice) captivated us with her presentation, labelling us as 'everyday heroes' in our work and relationships with pupils. Jaz challenged and inspired us, articulately discussing resilience, leadership, change and belonging.

Plans are underway for our next trust conference, due to be held in February 2025.

# CPD: New for 2024-25

We are delighted to be able to offer the following professional development opportunities to support school priorities and improvement:

## Writing a Music Development Plan

This session, led by Jade Hills (GST Head of Curriculum & Pedagogy) will support those responsible for writing the school's music development plan in line with the 'national plan for music education' and the DfE expectation that this is published online. Colleagues will come together to identify their curricular and co-curricular provision, share examples of good practice, discuss ways to communicate the offer to parents/carers and, identify their next steps and future plans. We will discuss engagement with our local music hub and how we can maximise this support & opportunity.

## Pupil Premium Strategy

This year we are providing an opportunity for leaders to come together to support their planning and communication of a high-quality pupil premium strategy. Liz Tedbury (GST Head of Inclusion & Safeguarding) and Jade Hills (GST Head of Curriculum and Pedagogy) will lead a session to support schools in getting the most out of their pupil premium. In the session we will focus on drawing from a strong evidence-based approach to implement and sustain an effective strategy, support schools in evaluating the effectiveness of their approaches and ensure approaches link up with whole school priorities and have staff buy-in.

## Pedagogy in Action: Practical Approaches for Elevating Teaching & Learning

Jade Hills (GST Head of Curriculum & Pedagogy) and Suzanne Higgins (GST Head of English) have designed a series of workshops aimed at elevating teaching and learning across GST, based on our GST Teaching & Learning Principles (see p30).

Each session has been planned to address each of the six principles and is heavily rooted in research and classroom-based evidence with practical examples of how to implement these in the classroom:

Session	Pedagogy in Action: Practical Approaches for Elevating Teaching & Learning – Session Focus: <small>Please refer to our T&amp;L Principles for more detail of content covered in each of the sessions</small>
1	Defining Learning Goals
2	Setting the Stage for Learning
3	Introducing new concepts and content
4	Facilitating Understanding for All
5	Application & Practice in the Classroom
6	Reflecting and Reinforcing in the Classroom

School leaders may sign up individual teaching staff to either the whole programme or specific individual sessions, based on need. An in-school coach is recommended to support & embed. Alternatively, in discussion with Jade and Suzanne, we may also be able to offer bespoke classroom coaching to attendees aimed at embedding these techniques in the classroom and maximising impact.

## Instructional Coaching Techniques

This session is aimed at staff that have the role of supporting colleagues with teaching & learning (i.e. those coaching teachers on our 'Pedagogy in Action' programme) and will provide an overview of instructional coaching principles and deliberate practice techniques. The session will be led by Jade Hills.

*The following sessions will be led by Suzanne Higgins, GST Head of English:*

### English Subject Knowledge: Grammar

These sessions for both class teachers and teaching assistants will explore aspects of grammar and punctuation from the national curriculum which pupils will encounter as they progress through KS1 and KS2. The aim is to develop a sound understanding of key terminology at both word and sentence level in order to confidently support pupils in the accurate and effective application of a range of language features in their writing.

### English Subject Knowledge: Spelling

The aim of this session is to support class teachers and teaching assistants in developing their understanding of the fundamental spelling rules and terminology in line with the requirements of the national curriculum. This includes: phonemes, graphemes, alternate spellings, syllables, prefixes, suffixes and common word endings. Starting with the essential first stages of phonological knowledge and how this is used for encoding in spelling, we will then explore aspects of morphology and etymology.

### Assessing Reading Beyond Comprehension Tests

During this session, class teachers will develop a repertoire of effective formative and summative strategies for assessing pupils' attainment in reading. Through analysing the various opportunities to assess reading during one-to-one, group and whole class activities, teachers will feel confident in building a well-informed body of evidence on which to base their professional judgements. We will discuss the range of ways in which pupil responses can be recorded, as well as adopting a diagnostic approach to formal assessments by using data to inform next steps in teaching.

### Moderating Writing (for Year 6 Teachers)

This session provides an opportunity for year 6 teachers to discuss the accurate assessment of writing using the KS2 Teacher Assessment Framework. Aimed at both those who are new to year 6 and more experienced colleagues, the session will ensure there is a shared understanding of how pupils' writing meets the criteria for each standard, including those who may be working pre-key stage. It is particularly helpful for those who have been selected for external moderation, giving the chance to ask questions and gain clarification around the process.

# School Improvement Support & Challenge

## Key Performance Indicators

We measure our schools against the following KPIs to assess our priorities towards our strategic goals:

- Inspection outcomes
- Pupil outcomes
- Pupil attendance
- Financial performance
- Percentage funding used for staffing
- Number on roll
- Behaviour data
- Safeguarding audit

## Quality Assurance

All schools within the trust have their self-evaluation validated via our robust quality assurance process. Maria Roberts, Senior Education Office is a former HMI and continues to inspect for Ofsted. The cycle of quality assurance in GST aims to replicate Ofsted-style activities so that school leaders and staff understand what to expect and can approach inspection, including SIAMs, with confidence. Maria works alongside leaders to evaluate the strengths and areas for development in areas such as safeguarding, behaviour and attitudes, personal development, early years and leadership and management. Quality of education always forms a key part of visits, with core and identified foundation subject deep dives in place. Where any areas for development are identified, the trust provides support, as needed, via the central team.

## Academic Data

Academic data is collected at trust level at three key points throughout the year. Each school develops projections targets for pupils and individualised data for pupils across each key stage. This allows the central team to analyse the data from each school, identifying trends as well as summarising the data as a 'MAT average'. All trust schools use Arbor as their MIS, which supports the trust in summarising the data and focusing on the performance of key groups of pupils as well as comparing to national and local averages. A copy of the assessment dates for 2024-5 can be found on p66.

## Education Committee

Our education committee is a sub-committee of the full trust board and meet six times across an academic year. The education committee's role is to monitor and evaluate pupil achievement and the quality of teaching and standards across each school to ensure that the trust is meeting its commitment to providing all pupils across its schools with a high-quality learning experience.

## Safeguarding Audits

Schools submit safeguarding audits at least termly to the trust DSL, which provide a framework for self-assessing the effectiveness of safeguarding provision within the school. This service does not replace the local authority statutory role but is designed to supplement this by ensuring compliance, enable the sharing of best practice and providing external assurance on the quality of systems, structures and processes. It also supports us in providing intervention and support where required, with further monitoring visits where appropriate. In addition to the resultant 'Safeguarding Action Plan' at each school, the trust assesses ongoing safeguarding through evidence such as pupil voice, discussions with staff and local committee members, school visits and attendance at, and evidence of, in-school training.

## DSL Supervision & Support

Termly supervision for the DSL at each school, as well as ad hoc and group supervision on request, provides a safe space for DSLs to have professional conversations around the unique demands of the role, as well as discussing case studies and identifying training and developing needs.

Half termly DSL briefings and termly DSL network meetings ensure that DSLs are fully up-to-date with the latest guidance and other contextual safeguarding issues, as well as an important opportunity to work with DSLs from other schools to develop the most consistent and effective safeguarding early help and child protection support.

## Stakeholder Questionnaires

Across the year, information gathered from leaders, local committee members, staff surveys and pupil voice enables the trust to gain important feedback from our stakeholders. This also adds an additional layer of quality assurance that helps us to identify trends and areas for development across a range of elements, both school and trust wide. In addition, we also deploy our central team to individual schools to provide further opportunity to gather stakeholder views.

## Schools Requiring Improvement

In addition to an Ofsted rating of 'requires improvement' or 'inadequate' (either in a previous 'overall effectiveness' or an individual judgement), the CEEdO decides on the level of support a school receives from the education team.

Each school is allocated to one of three categories: core, enhanced and priority.

'Core' schools are generally capacity-givers and support other schools, requiring a basic level of support against their school priorities from the education team.

Whilst 'enhanced' schools generally have an Ofsted 'good' rating but are vulnerable for different reasons.

Schools that require more intensive support and monitoring are our 'priority' schools and receive the most support (around 30 days a year).

# **Curriculum & Shared Principles**

## Curriculum

At GST, we value the professionalism of our schools and their leaders, and as such, each school is encouraged and supported to develop a curriculum that reflects its unique context, strengths, and community. We utilise opportunities to share good practice and resources across the trust, but each school has the freedom to create its own curriculum intent and delivery that offers a broad and balanced curriculum to its pupils. Where it is sensible and practicable to align approaches within certain subjects and aspects, we encourage schools to move towards this.

For priority schools, we take a more hands-on approach to ensure rapid and effective progress. In such cases, we collaborate closely with school leaders to identify and embed a new curriculum tailored to address specific areas of need. This may involve the adoption of proven, high-quality programmes such as 'White Rose' for Mathematics and 'Little Wandle' for Phonics, which are designed to drive significant and sustainable improvements in pupil outcomes.

Our goal is to provide targeted support and resources to help all our schools thrive, ensuring every pupil receives a high-quality education.

## Shared Principles

The trust central education team have worked with curriculum leaders to develop a set of **Curriculum Principles** which will guide each school curriculum.

Alongside this sit a set of principles for each of the following:

- **Teaching and Learning**
- **Assessment**
- **Behaviour**

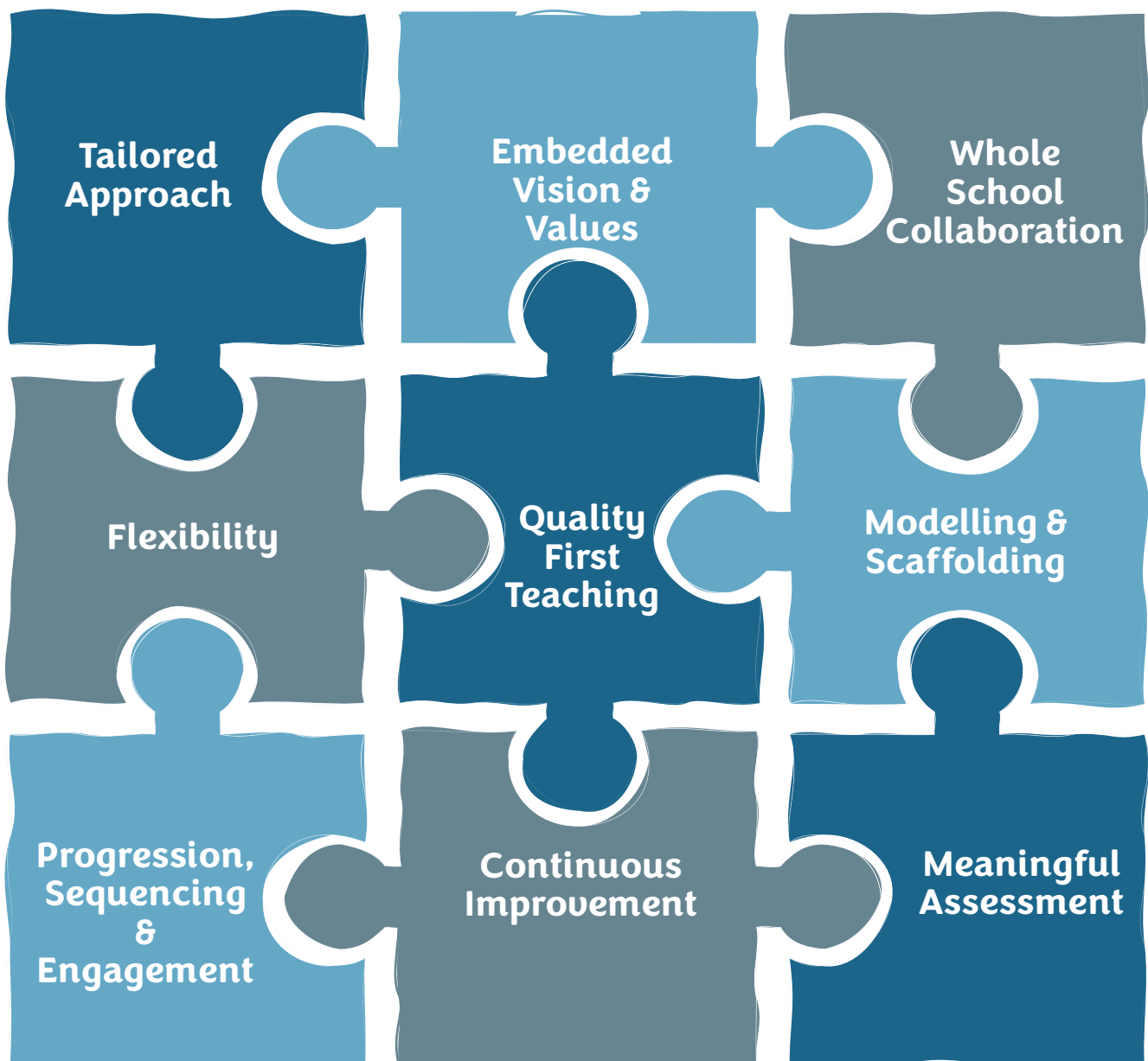
These can be found on the pages that follow and have been designed to provide foundational guidelines for development, implementation and evaluation of each of these areas.



# GST Curriculum Principles

Our Curriculum and Assessment network developed a set of guiding principles to support our schools in their curriculum development and implementation.

Our aim is to ensure that every GST school is providing a high-quality curriculum for its pupils in line with these nine principles:



*For more information on these principles, please see our trust website.*



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# Teaching and Learning Principles

## 1 Define Learning Goals

Learning is purposeful and considers where pupils are in their learning, the knowledge and skills they need to learn and how they will generate it. Assessment information is used effectively to plan how to meet pupils' needs. Clear consideration is made against the bigger picture to connect knowledge and break it down into smaller steps. Appropriate and varied contexts are used to support pupils' understanding.

## 3 Introduce concepts and/or content

Dialogues, questioning and modelling techniques are applied to support pupils' acquisition of knowledge and to make links to prior learning. High levels of engagement are fostered in lessons as a result of careful sequencing of content, effective use of resources, practical experiences and a clear consideration of how pupils learn. Checks for understanding are a core component to support lessons that develop understanding and identify & address misconceptions.

## 5 Apply and Practice

Independent practice is monitored to ensure fluency. Practical experiences, thinking skills and learning beyond the classroom support pupils to apply learning in context. Deeper learning & reasoning opportunities are provided to develop expert & application of understanding.



## 2 Set the Stage for Learning

School community and context are a key consideration when planning learning opportunities. High challenge and low threat create the conditions for a positive climate for learning. Previous learning is revisited utilising retrieval-based activities. Planning and environment take account of cognitive load.

## 4 Facilitate Understanding for All

Adaptive teaching strategies (including scaffolding) are utilised and effectively support the learning of pupils. Opportunities are planned for pupils to respond to feedback and collaborate. Guided practice supports pupils to develop their understanding and confidence. All pupils are challenged so that they can achieve fluency & automaticity.

## 6 Reflect and Reinforce

Feedback through frequent check-ins with learners, reflective opportunities, self & peer assessment ensure that learning moves pupils on. Fluency and 'sticky learning' is given high regard. Assessment informs future teaching & learning opportunities. Content and concepts are revisited to promote long term memory. Success is celebrated and used to motivate.

Through all aspects:



Oracy



Vocabulary



Metacognition



Use of adults



Pace

# GST Assessment Principles

Our Assessment Principles were developed to sit alongside our belief that main purpose of assessment is to improve the pupils' learning and progress. Assessment also enables teachers to communicate pupils' learning and progress with parents/carers. In addition, teachers and school leaders use assessment outcomes to review teaching and the curriculum.



Our schools use Arbor MIS to record their termly assessments. Assessment dates for 2024-25 can be found on Page 66.

# GST Behaviour Principles

We recognise the following as the underlying principles which lead to strong behaviour standards across our schools.

Inclusive	Embedding a sense of belonging, with ambition and high expectations for all, while recognising that some individuals have specific needs for which reasonable adjustments need to be made.
Routines	Offering a consistent environment which provides emotional security and safety.
Restorative	Responses to behaviours may sometimes be necessary and appropriate but, wherever possible, consequences will encourage the right behaviour rather than simply punishing the wrong, through a restorative approach.
Relationships	Strong, positive relationships are fostered through fairness and consistency, as a reflection of the underpinning vision and values, a nurture approach and Christian distinctiveness.
Resilience	Facilitating the skills of resilience and perseverance to overcome difficult situation, strong emotions and varying challenges appropriately.

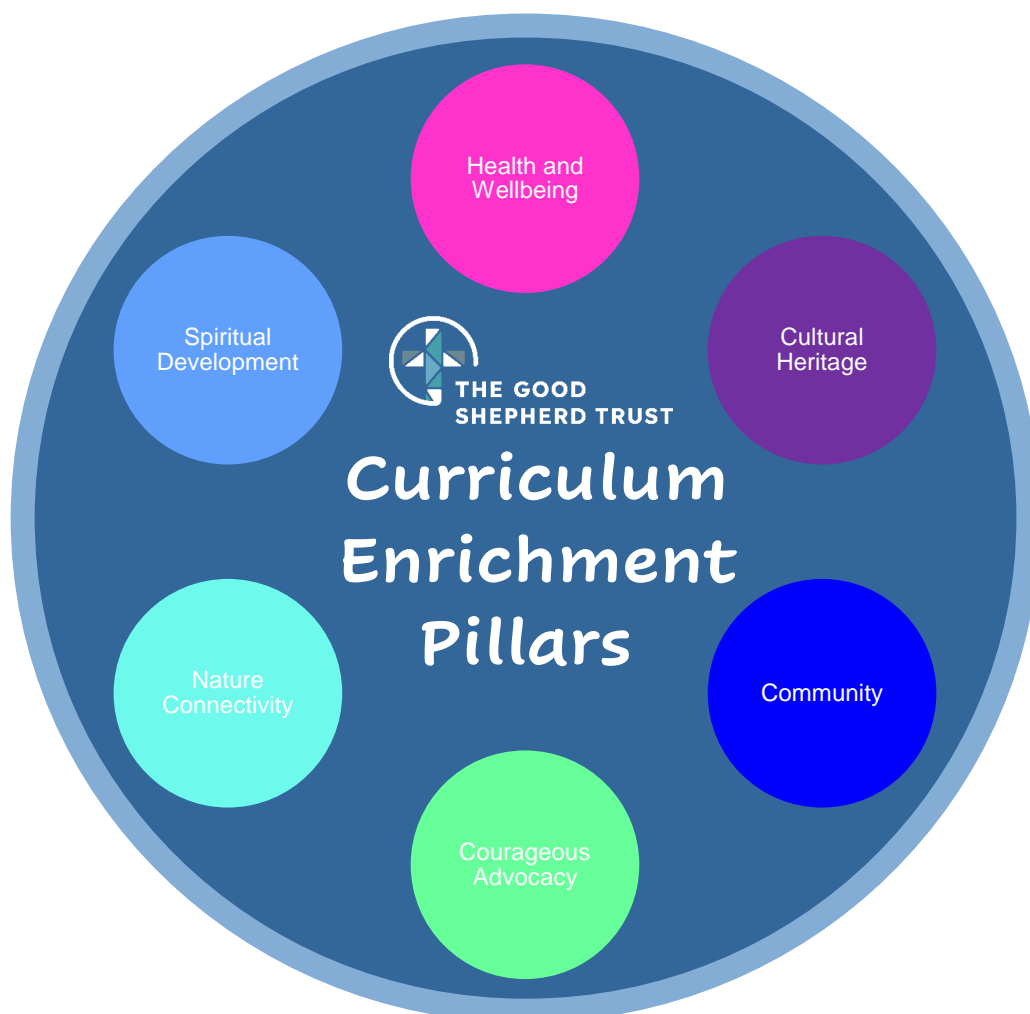
# GST Curriculum Enrichment Charter

Across 2023-24 two of our executive school leaders, developed our 'Curriculum Enrichment Charter' following extensive research and exploration of good practice within and beyond our trust schools.

This charter aims to equalise the opportunities of enrichment to all children in a GST school, irrespective of their starting points, providing schools with a framework by which to self-assess and develop their wider curriculum.

For our church schools, this framework also supports their development in line with their SIAMS and provides a framework to support a move from Ofsted 'good; to 'outstanding'. They encompass the full realisation of one's creative, intellectual, spiritual and social potential.

Our curriculum enrichment charter identifies six core areas (pillars) by which schools can explore and develop their curriculum enrichment offer, as follows:



Each school self-audits their enrichment offer using the tools developed in order to determine a focus of 1-2 pillars each academic year. This will be evident within their school development plan and will be reported to their local committee on a termly basis.

Central to this work has been the development of a shared understanding of the language associated with these six pillars:



# **Subject and Aspect Networks**

# Subject/Aspect Networks

We are proud of the range of subject/aspect networks we are able to facilitate across the trust, utilising the skills and talents of the staff from across our schools. Subject leaders from each of our schools have the opportunity to attend regular network sessions together, bringing their developed skills back to their school so that other colleagues, and ultimately pupils, will benefit. For 2024-25 we have over 15 subject/aspect specific networks.



## Trust Subject Vision Statements, Shared Principles and Priorities

Each of the schools within our trust has developed a curriculum vision statement bespoke to their setting. These contextualise the local curriculum offer of each school, based on its chosen curriculum approaches and intent. The trust has developed subject vision statements that encompass the intent of the subject provision across all of the schools within our trust. These provide a broader articulation of the vision we have for each subject with GST. In addition to this, the subject leaders from across our trust share a commitment to ensuring the curriculum offer is as strong as possible. To support this, each subject network has developed a set of shared principles which provide a set of shared expectations for each subject/aspect.

At the end of each academic year, each subject/aspect network collaborates to reflect and identify a set of strategic trust priorities that represents a shared focus for the subject networks for the following year.



## Hub & Other Professional Partnerships

GST is committed to enhancing the educational experience of our pupils through strategic collaborations with various educational hubs and partnerships. Our involvement with these specialised hubs ensures that our schools have access to high-quality resources, professional development opportunities, and innovative teaching practices.

Below is an outline of how we work with each partnership:

### English Hub

Whiteknights: Whiteknights Primary School, Reading

GST collaborates with the English Hub to promote excellence in literacy. Our partnership focuses on improving early language and reading skills, ensuring that our pupils develop strong foundations in literacy. The Hub provides us with access to evidence-based training and resources, enabling our teachers to implement effective phonics programmes and foster a love for reading among pupils.

### Music Hub

Surrey Arts: Surrey County Council

Through our partnership with the Music Hub, we aim to provide enriching musical experiences for our pupils. Surrey Arts supports many of our schools by offering specialist music teaching, facilitating access to musical instruments, and organising performances and workshops. This collaboration helps us to cultivate pupils' musical talents and appreciation for the arts, contributing to their overall personal development.

### Maths Hub

North-East Hants and Surrey Maths Hub: St John the Baptist School, Woking

Many of our schools work closely with the Maths Hub to enhance the teaching and learning of mathematics. This partnership allows our teachers to engage in professional development programs focused on mastery approaches in maths. By adopting best practices and innovative teaching strategies from the Maths Hub, we strive to improve mathematical fluency, reasoning, and problem-solving skills in our pupils.

### Computing Hub

NCCE, Bohunt School: Liphook, Hampshire

Our collaboration with the Computing Hub at Bohunt School supports us in preparing our pupils for the digital age. The Computing Hub provides us with resources and training to deliver high-quality computing education, from basic digital literacy to advanced computer science concepts. This partnership ensures that our pupils develop essential digital skills, critical thinking, and creativity, empowering them to succeed in a technology-driven world.

### Eduthing

Partnering with Eduthing allows us to leverage innovative educational technologies to support teaching and learning. Eduthing provides us with tailored solutions and tools that enhance classroom management, pupil engagement, and data-driven decision-making. This collaboration helps us to integrate technology seamlessly into the curriculum, making learning more interactive and effective for our pupils.

Through these valuable partnerships, GST is committed to providing a well-rounded and high-quality education that prepares our pupils for future success.

# Curriculum & Assessment

## Our Vision for Curriculum and Assessment

Our vision for curriculum and assessment is rooted in the belief that every child deserves to flourish in an environment that nurtures their spiritual, intellectual, emotional, and physical well-being. We strive to create a meaningful, inclusive and ambitious curriculum that excites and motivates pupils to learn, builds strong foundations, and ensures that no child is left behind. By prioritising mental and physical wellness, we support each pupil's journey to becoming a resilient and confident individual, ready to embrace future challenges.

Our assessment practices are designed to be impactful and meaningful, guiding teaching and learning in a way that meets the needs of every pupil. We use assessments to inform instruction, helping pupils build a broad skillset and preparing them for the next stage of their educational journey and beyond. Our goal is to develop successful adults who are not only academically prepared but also equipped with the mindset and abilities needed to thrive in a dynamic and ever-changing world.

Our schools are committed to developing responsible, spiritually aware citizens who contribute positively to society. We provide opportunities for all pupils to engage with the world around them, think critically, and act ethically. Through our curriculum and assessment, we aim to prepare pupils for a lifetime of learning, growth, and meaningful contributions, ensuring that every child leaves our schools as a confident, capable, and compassionate individual.

Our curriculum and assessment practices are designed to provide opportunities and chances for every student to thrive, regardless of their background or starting point.

By building strong foundations, we aim to create a supportive and enriching environment where pupils are not only ready for the next stage of their education but are also inspired to become lifelong learners who are confident, capable, and prepared to face the challenges of the future.

***“Everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock”.***

*Matthew 7:24*

## 2024-25 Priorities for GST Curriculum & Assessment Network



### GST Curriculum & Assessment Network Meetings

Our Curriculum and Assessment Network runs termly, in person, across the year and is led by Jade Hills, GST Head of Curriculum & Pedagogy.

This network, provides a forum to enhance and enrich all our schools' curriculum provision through:

- Sharing current approaches to curriculum development;
- Discussing and sharing effective strategies to address intent, implementation and impact;
- Investigating evidence-based research and exploring new initiatives, including 'blended' and remote learning approaches;
- Working together to establish a set of shared trust principles for effective curriculum design and implementation within our Christian context and undertaking self-evaluation against these; (As a mixed multi-academy trust, we welcome all schools that share our trust values).
- Providing a springboard for action research initiatives and cross-school collaboration
- Undertaking reflective and evaluative activities linked to monitoring the impact of our work over time.

This past year we have explored the trends in the Ofsted subject reports, shared practice in assessment activities and developed a set of shared trust principles for teaching and learning.

# Computing

## Our Vision for Computing

At GST, we envision our children becoming masters of technology. We strive to empower pupils to use technology positively, responsibly, and safely through a high-quality computing education.

Our goal is to lay a strong foundation for understanding computing concepts while fostering genuine interest and curiosity in the field. Our focus is on helping learners develop a deep understanding of computational thinking, enabling them to recall and apply computing knowledge accurately. We aim for our pupils to effectively create algorithms and solve problems through robust computational thinking skills.

Our computing lessons create a respectful environment that celebrates diversity, ensuring all children have a voice as they grow into responsible global citizens. We are committed to meeting and exceeding the statutory requirements specified in the national curriculum by providing a broad and progressive computing curriculum. Lessons are designed to build on prior learning and are adapted to meet the needs of all pupils.

We believe computing is essential for preparing pupils for future life skills and career opportunities. We aim for pupils to see the application of computing across the curriculum, particularly in PSHE, English, and Maths, to develop and apply their skills in various contexts.

*“Start children off on the way they should go, and even when they are old they will not turn from it.”*

*Proverbs 22:6*

## GST Computing Network Meetings

Our Computing Network meets online, termly and works closely with Eduthing, our IT providers as well as the Teach Computing team.

Previous computing subject network sessions have focused on assessment, use of digital leaders, the support offered by West Sussex and Hampshire Computing Hub, led by Bohunt (NCCE) and online safety.

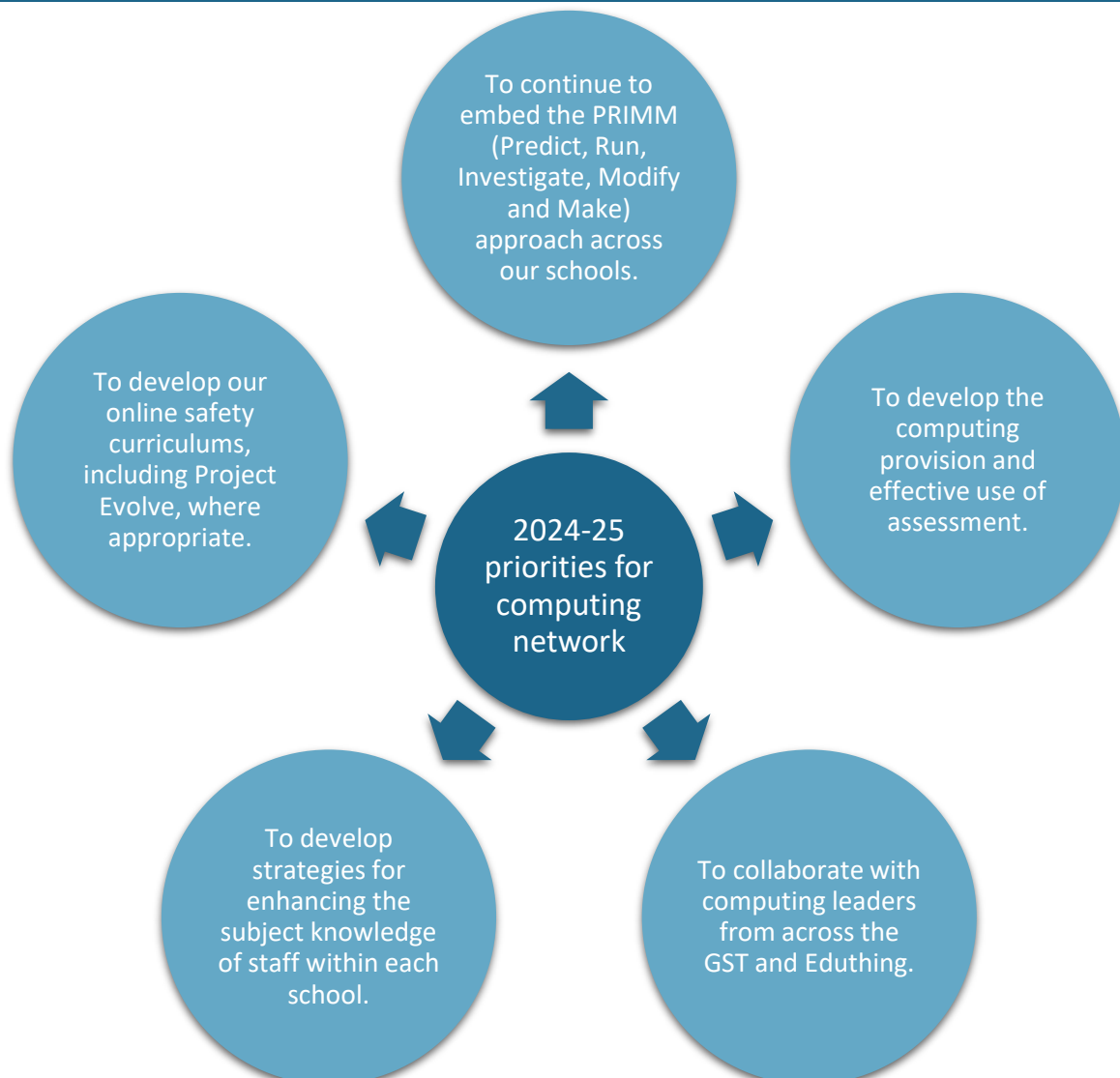


## Our Shared Principles for Computing

Through collaboration and co-operation, we aspire to provide opportunities for children to:

- Build a strong knowledge of computing concepts that they can use and apply in a range of situations.
- Have the tools and opportunities to solve a diverse range of computational problems.
- Talk about their own computational thinking.
- To develop the skills to create efficient algorithms and to read and understand code.
- Know that digital literacy is necessary to make sense of our world and is an essential life skill.
- To use the Internet and digital technology safely and considerately.

## 2024-25 Priorities for GST Computing Network



# Design & Technology

## Our Vision for Design & Technology

Across GST, our design and technology curriculum aims to foster a deep appreciation for the world among our pupils. It encourages pupils to acknowledge how design principles are integrated into everyday life and instils skills for critical analysis and improvement. Through practical, immersive projects, students are encouraged to innovate, take risks, and develop a reflective mindset.

The curriculum is structured to align with national standards, building upon prior knowledge and skills progressively. Students are empowered to tackle real-world problems creatively, drawing from various disciplines such as mathematics, science and art.

Collaboration and independent exploration are both valued, fostering resilience and confidence in students' abilities.

The curriculum in our schools also promotes inclusivity, diversity, and the exploration of significant artists and designers to enrich students' understanding of design's impact on culture and society.

*“He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers—all of them skilled workers and designers”.*

*Exodus 35:35*

## Our Shared Principles for Design & Technology

- Evaluate, design, make, evaluate cycle in every unit of work.
- D&T taught in at least two terms per class in primary with a minimum of 8 hours per unit of work.
- Units of work must have a clear user and purpose.
- Focused practical tasks evident in all units of work.
- At least one key practitioner evident in each unit of work.
- At least one cooking and nutrition unit of work per phase.
- Electrical systems, mechanical systems, textiles and structures to be covered at least once per phase.

## GST Design & Technology Network Meetings

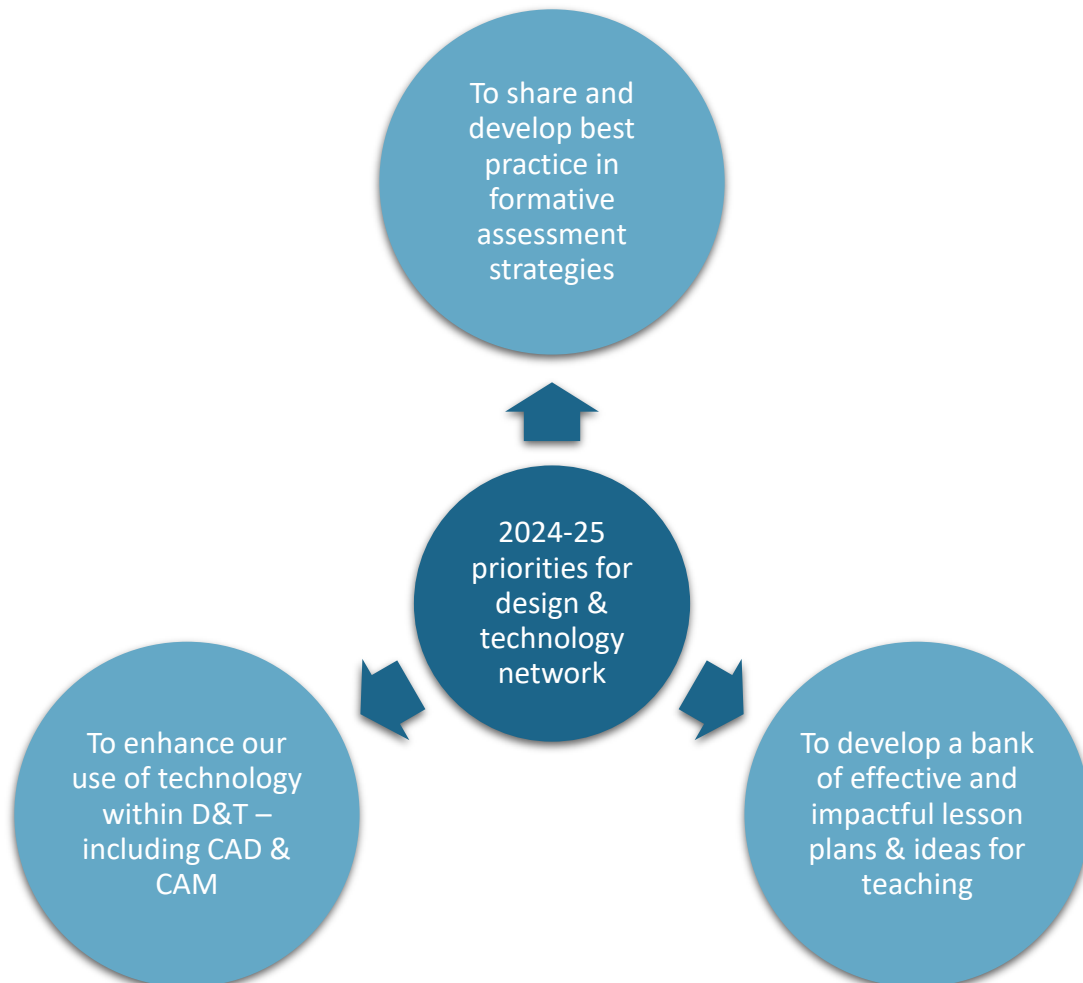
Our design & technology network runs remotely, three times a year, and is led by Hattie Dolton at Waverley Abbey. It gives our D&T subject leaders an opportunity to learn new skills, collaborate and develop their curriculum offer.

A key focus over the past year has been on understanding the clear difference between art & design and design & technology and in developing a clear structure surrounding design briefs.

We have also explored the supporting materials provided by the D&T Association as a source of effective CPD for teachers.



## 2024-25 Priorities for GST Design & Technology Network



# English

## Our Vision for English:

Our vision for teaching English is rooted in fostering confident and articulate communicators who possess the skills and disposition to thrive in an ever-evolving world. Central to our approach is the belief that English language proficiency is not only foundational but transformative, opening doors to opportunities across all areas of learning and life. We recognise that effective communication extends beyond mere articulation; it encompasses active listening, synthesis, debate, and respectful challenge. Through the use of sophisticated vocabulary, our pupils learn to initiate and engage in constructive conversations, fostering an environment where diverse perspectives are valued and explored.

With a strong emphasis on high-quality phonics teaching from the moment they start school, every child receives a solid foundation in language acquisition to ensure they can successfully learn to read and then read to learn, enabling them to express themselves fluently and accurately in both spoken and written forms.

Through immersion in rich texts, our pupils not only develop a deep appreciation and love for literature but also become adept at critically analysing and interpreting texts. We engage our pupils to appreciate the purposefulness of literature and its capacity to broaden horizons, spark curiosity and deepen understanding.

We are committed to ensuring equitable access to education for all children and we actively work to close learning gaps through targeted support and interventions. Our pupils are equipped with the technical skills necessary to compose meaningful texts tailored to specific audiences and purposes. By fostering independent thinking and providing the tools to navigate an increasingly complex world, we aim to empower the next generation to shape their own narratives and make a positive impact on others through their writing.

At GST, we nurture the communicators and collaborators of tomorrow, providing them with the confidence and skills to succeed in a diverse and interconnected global community.

***"Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone".***

*Colossians 4:6*



## GST English Network Meetings

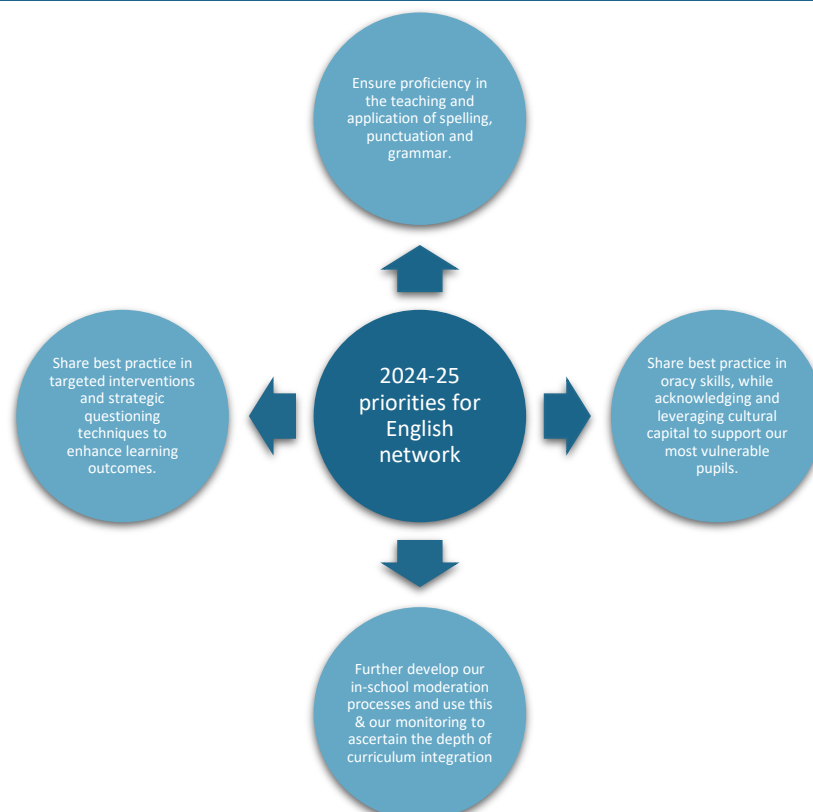
Our English Network termly meetings are led in person, by Suzanne Higgins, GST Head of English and were set up in September 2023.

Over the past year, sessions have focused on oracy, providing colleagues with the means to audit the impact of oracy within their curriculum

## Our Shared Principles for English

- We strive to ensure all pupils develop the essential literacy skills needed to communicate effectively and access the wider curriculum.
- We ensure a systematic phonics program that matches the needs of the school is employed for strong literacy foundations.
- We ensure there are opportunities for independent reading and writing across various contexts.
- We conduct regular assessments for targeted interventions and improved outcomes.
- We offer our pupils editing opportunities to refine their writing skills.
- We emphasise handwriting and spelling proficiency.
- We foster collaborative discussions to deepen understanding.
- We ensure the curriculum we use demonstrates a systematic progression, include moderation, and clear understanding of learning pathways.

## 2024-25 Priorities for GST English Network



# Geography

## Our Vision for Geography

Our vision is to provide a high-quality geography education that sparks lifelong curiosity and fascination about the natural world and its people.

We aim to equip pupils with comprehensive knowledge of diverse places, people, resources, and environments, as well as an understanding of the earth's physical and human processes and their interactions, so that our pupils can approach the world thoughtfully and understand how they can choose to make a difference.

Our curriculum fosters deep geographical knowledge, understanding, and skills, helping pupils grasp how places are shaped, interdependent, and change over time. We offer enriching experiences, including developing cartography skills and fieldwork, to develop our pupils as geographers and responsible citizens.

Our approach instils a sense of moral and social responsibility, inspiring children to care for the environment and to act as custodians of God's creation. Through this, we nurture a sense of awe and wonder, helping students to recognise the interconnectedness of all life and the importance of sustainable living.

*"The earth is the Lord's, and everything in it, the world, and all who live in it".*

*Psalm 24:1*

## GST Geography Network Meetings

Our termly geography network meetings are run remotely by Sam Moody, Assistant Headteacher at St John's C of E Primary School. During 2023-24 the three network sessions focused on:

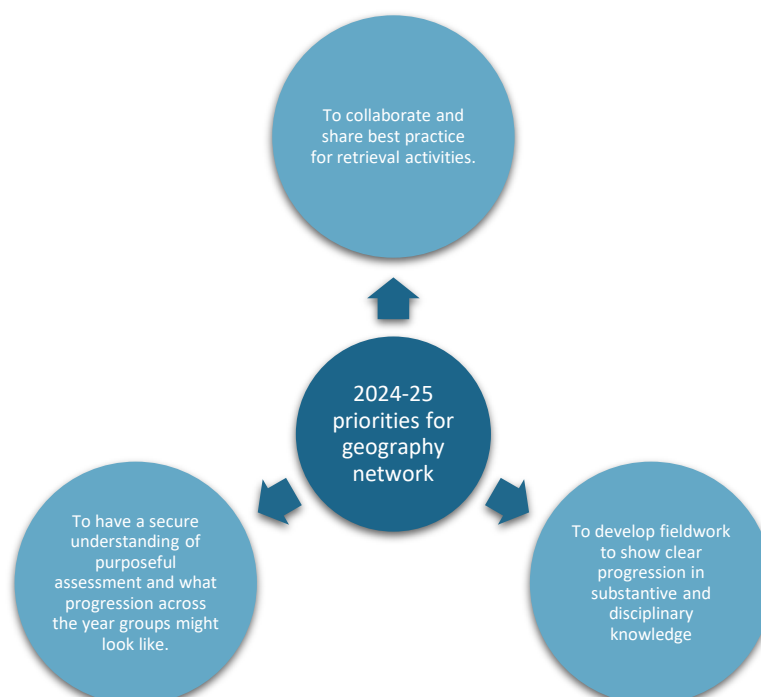
- Reviewing the Ofsted geography research and the 'Getting our Bearings' Ofsted subject report and considering the implications and impact of these on school practice.
- Sharing experience and preparations towards a 'deep dive', and
- Sharing practice in the assessment of geography.

## Our Shared Principles for Geography

Our shared principles aim to create a comprehensive geography curriculum that equips our pupils with essential knowledge, skills, and a sense of global citizenship.

- **Comparative Analysis:** Develop the ability to compare and contrast similarities and differences between the local area and various regions of the wider world.
- **Spatial Awareness:** Foster increasing confidence in pupils to locate themselves on maps and understand their position within the wider world.
- **Geographical Vocabulary:** Cultivate a deep understanding of key terminology related to both human and physical geography.
- **Environmental Investigation:** Provide opportunities to investigate and measure the local environment, comparing it with other regions globally.
- **Physical Geography Proficiency:** Ensure a strong grasp of different physical geographical features, using appropriate technical vocabulary to describe these features, their formation, and changes over time.
- **Fieldwork and Exploration:** Encourage exploration of the world through fieldwork, enhancing problem-solving and investigative skills.
- **Global Awareness:** Promote a sense of the broader world and pupils' place within it.
- **Environmental Impact and Responsibility:** Instil an understanding of the mutual impact between humans and the environment, emphasizing responsibility.
- **Cartographic Skills:** Develop proficiency in using maps of varying scales.

## 2024-25 Priorities for GST Geography Network



# History

## Our Vision for History

At GST, our vision for history teaching is centred on cultivating a deep appreciation for the richness and diversity of human experience across time and place. We want our pupils to engage enthusiastically with the past and understand their connection to it, the way it informs the present, and shapes the future. Central to our approach is the exploration of local history and heritage. By studying the history of our own communities, pupils develop a profound understanding of how local events, time periods, individuals, and landmarks have contributed to the broader tapestry of human history. Through immersive experiences such as visits to local historical sites, visits from locals, and collaborative projects with community organisations, pupils not only gain a sense of pride in their heritage but also develop the skills of historical inquiry and interpretation that are essential for understanding the world around them.

Our school curriculums encompass a broad range of historical themes, cultures, and civilisations from around the world. From ancient civilisations to modern revolutions, pupils explore the complexities of human society, the triumphs and challenges of historical figures, and the interconnectedness of global events. Through rigorous inquiry, critical analysis, and respectful dialogue, pupils develop a nuanced understanding of the past and its relevance to contemporary issues, fostering core disciplines such as empathy, perspective-taking, and informed citizenship.

We aim to inspire a lifelong passion for learning, a commitment to truth and justice, and a sense of responsibility to preserve and honour the legacies of those who have come before us. By engaging with the past in all its complexity, our pupils are equipped to navigate the challenges of the present and contribute positively to shaping a more inclusive, equitable, and compassionate future for all.

*"One generation commends your works to another, they tell of your mighty acts."*

*Psalm 145:4*

## GST History Network Meetings

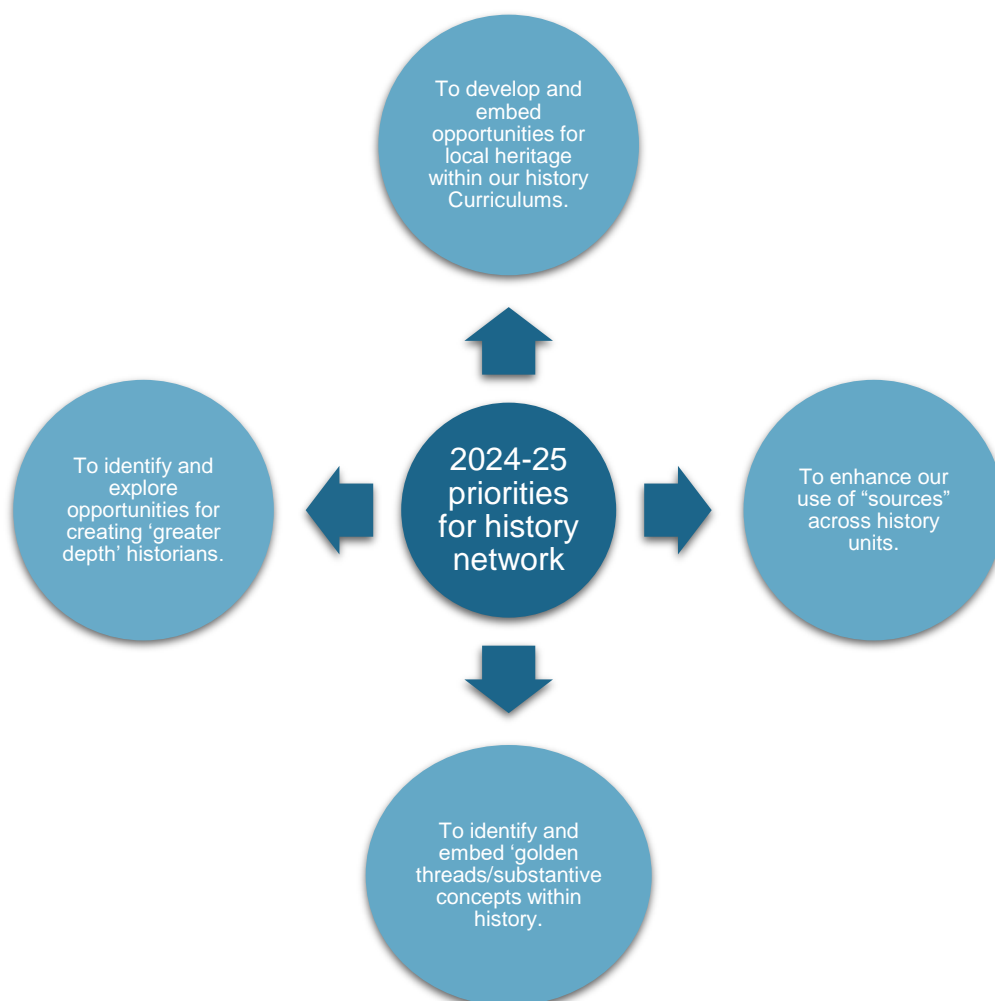
Our termly History network meetings are led by Hannah Keyzer from St Paul's C of E Primary School. Sessions last year focused on understanding the key messages from the Ofsted history report, understanding substantive concepts and disciplinary knowledge within history, developing our understanding of SEND in History & also exploring & sharing the local workshops on offer. Our final session of the year focused on using sources of evidence within the curriculum with guest speaker 'Mr T Does History'.

## Our Shared Principles for History

Our shared principles for history ensure we create dynamic and immersive learning experiences so that pupils can connect with history in meaningful and memorable ways. We do this by:

- Ensuring our planning includes exciting, interactive activities that encourage learners to explore and develop their knowledge and disciplinary skills.
- Enriching history with hands-on learning experiences including trips, workshops, artefacts, visitors and loan boxes.
- Using an enquiry-based approach, with overarching enquiry questions alongside lesson-based enquiries to guide learning.
- Engaging with local heritage to support our pupils in understanding their place within their local community.
- Ensuring we plan opportunities for pupils to develop their knowledge against substantive concepts to support their schema building and long-term memory.

## 2024-25 Priorities for GST History Network



# Languages

## Our Vision for Languages

At GST, our vision is to deliver a high-quality languages curriculum that encourages pupils to foster a profound understanding and appreciation of the world.

We cultivate curiosity and open-mindedness to deepen pupils' understanding of various cultures, traditions, and perspectives.

We aim to empower pupils to express themselves fluently and authentically by developing strong spoken and written language skills.

Our curriculums ensure pupils gain a deep understanding of vocabulary, grammar, and phonics, enabling them to listen, speak, read, and write in the languages taught. Our curriculums allow for progression in phonics, vocabulary, and grammar, building on prior learning and ensuring thorough understanding before advancing.

We strive to develop language skills and intercultural understanding, preparing pupils to be confident, independent learners and global citizens.

We believe in promoting empathy, respect, and unity across cultures and languages, embracing our interconnectedness as members of God's family.

*“Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.”*

*Ephesians 4:2-3*

## GST Languages Network Meetings

Our languages network is run remotely every term and is jointly led by Claire Bevan from Queen Eleanor's C of E Junior School and Kristy Hunt from Waverley Abbey C of E Junior School.

Network sessions last year focused on:

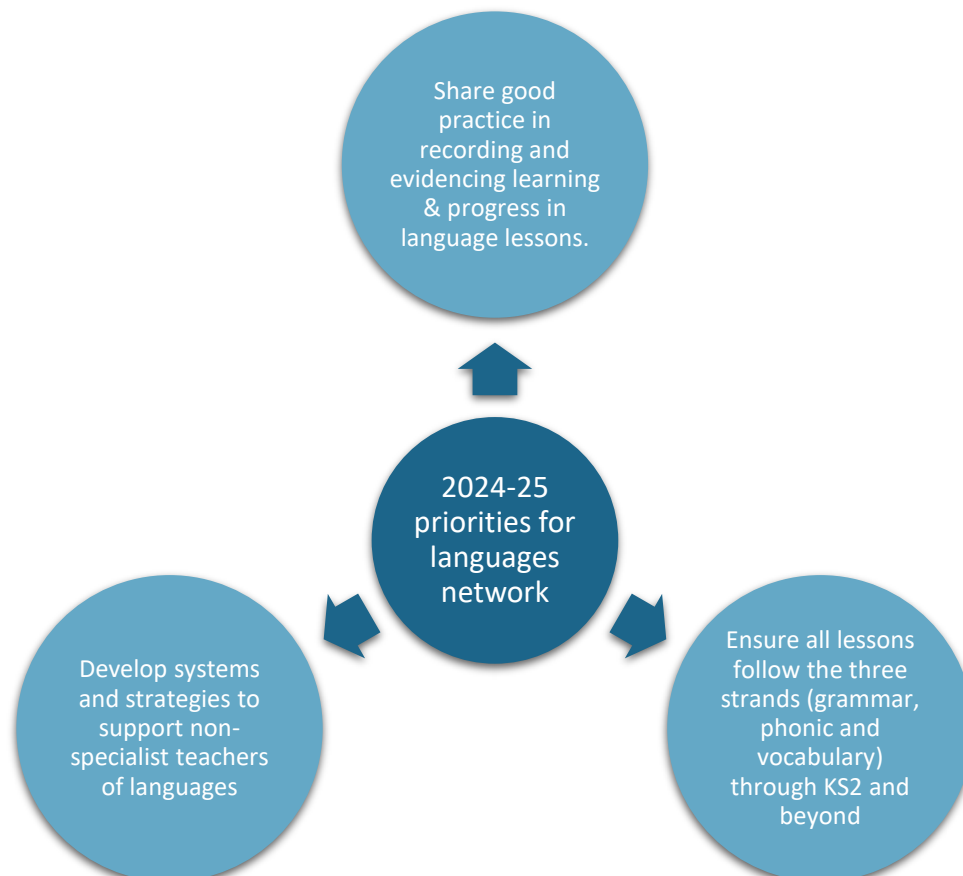
- The use of stories and books to enhance languages teaching
- Enhancing the creativity of languages lessons
- Decolonising and diversifying the languages curriculum

## Our Shared Principles for Languages

We aspire to provide opportunities for our pupils to:

- Build a strong base of phonetical knowledge, vocabulary and grammar that they can use & apply now and in the future.
- Be curious about all languages and the rich cultures that surround them.
- Be active and confident language learners through the authentic learning experiences provided (including stories, media & conversation).
- Listen, speak, understand, read and write in the languages taught.
- Explore different locations and cultures so that they develop as global citizens.
- Develop proficiency in real life contexts as a result of a clear focus on meaningful communication and interaction.
- Be actively engaged and participate in lessons through tailored instruction and clear awareness of starting points.

## 2024-25 Priorities for GST Languages Network



# Learning Beyond the Classroom (LBtC)

## Our Vision for LBtC

Across GST our vision is to enable pupils to experience 'life in all its fullness'. We push the classroom walls back and invite the outside in, thus, enriching the learning experiences for all our pupils. Understanding in all subject areas is supported by off-site visits, workshops and hands-on outdoor learning lessons. Learning experiences beyond the classroom are well planned, delivered and monitored to ensure that they provide maximum learning impact for our pupils.

Our aim is that through these experiences, learning becomes more meaningful, engagement is increased, attainment is raised, and pupils take more responsibility and ownership of their own learning. They will develop a range of essential life skills including collaboration, problem solving, resilience and communication. Pupils will develop a deep sense of place, an understanding of the world around them and their place and role within it.

As educators it is essential that we enable this generation of children to connect with our natural world. This connectedness supports their well-being, their spirituality, and their responsibility to take care of our world. We support our children to learn time outside in nature, allowing children to experience the awe and wonder of the beauty our natural world.

## GST LBtC Network Meetings

Our learning beyond the classroom network is led by Catherine Floyd from Potters Gate C of E Primary and St Andrew's C of E Infant School. The network meets termly online.

Last year, the network sessions focused on developing a shared understand of what constitutes learning beyond the classroom and how to embed this; exploring the work of the 'Council for Learning Outside the Classroom' and; ways to engage the community.





## Our Shared Principles for LBtC

Our shared principles aim to provide a comprehensive framework for effectively incorporating outdoor learning into the educational curriculum, enhancing both academic and personal growth for pupils. This includes:

- Ensuring that all opportunities for outdoor learning and learning beyond the classroom are inclusive and increase cultural capital.
- Providing high quality learning experiences beyond the classroom, so that pupils can gain a deeper subject knowledge and understanding.
- Integrating a cross-curricular approach, where appropriate to foster holistic understanding and extend our reach within the curriculum.
- Promoting an understanding of, appreciation of, and connection with, the natural environment, encouraging sustainable practices and environmental responsibility.
- Using nature and outdoors to reduce stress, improve mood, and enhance overall well-being.
- Fostering curiosity and critical thinking by allowing pupils to drive their learning experiences: asking questions, exploring, and discovering through observation and experimentation.
- Facilitating group activities that require communication, cooperation, and problem-solving.
- Encouraging safe risk-taking to build resilience and adaptability in pupils.
- Taking advantage of different seasons to teach varied aspects of the natural world and adapt learning activities accordingly.

*"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."*

*Matthew 5:16*

## 2024-25 Priorities for GST LBtC Network



# Mathematics

## Our Vision for Mathematics

We believe that every child can experience the joy and power of mathematics. Our vision is to cultivate a deep, lasting confidence in all pupils, empowering them to engage with mathematics as a purposeful, exciting, and integral part of their lives. We aim to foster a positive and resilient attitude toward mathematics, where every pupil develops a love for learning and a determination to tackle challenges with a growth mindset.

We strive to make mathematics enjoyable, meaningful, and relevant to real-world contexts. Our curriculum encourages pupils to see the value of maths in daily life, building on their foundational knowledge, preparing them for future success.

We are committed to creating a learning environment where all pupils, regardless of background or ability, have equal access to high-quality mathematical experiences. By using manipulatives and a variety of resources, we provide opportunities for pupils to develop their understanding in a hands-on and interactive way. This approach strengthens their conceptual knowledge and supports them in becoming independent thinkers who can confidently approach complex problems. Together, we will ensure that every child's mathematical journey is one of growth, confidence, and achievement.

*“By the grace God has given me, I laid a foundation as a wise builder, and someone else is building on it. But each one should build with care.”*

*1 Corinthians 3:10*

## GST Maths Network Meetings

David Bott from St Marks All Saints Primary runs our maths network, having launched it this year.

The group have met once so far to establish their joint vision, principles and priorities and are keen for pupils to experience a shared GST maths themed project to gain a sense of belonging and promote the subject more widely across the schools.

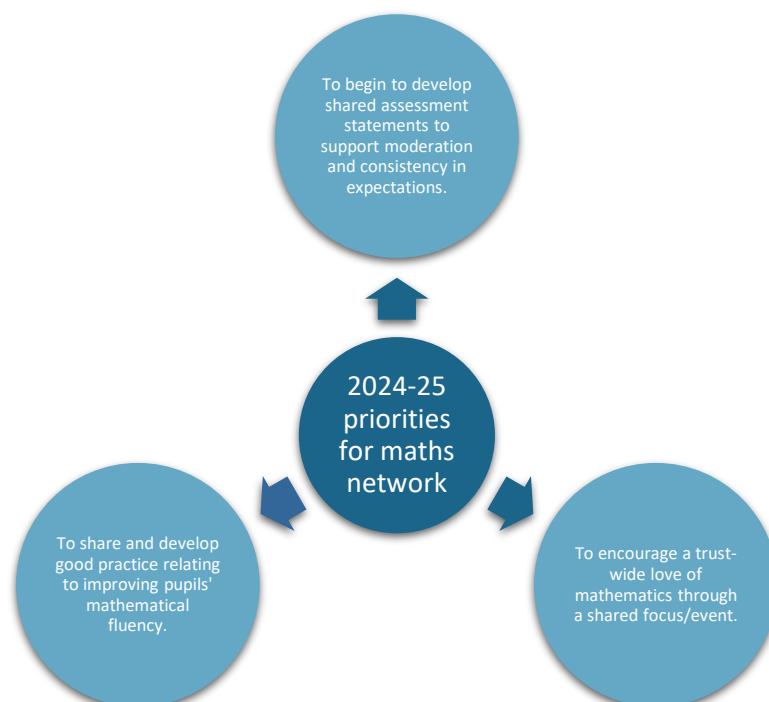


## Our Shared Principles for Maths:

Our maths lessons provide opportunities for pupils to:

- develop fluency, engage in mathematical reasoning, and tackle problem-solving tasks, as fundamental elements to support them in building a deep mathematical understanding.
- see maths as enjoyable and purposeful.
- use manipulatives and hands-on resources to develop understanding, progressing from concrete representations to pictorial models and finally to abstract concepts. This scaffolds learning and ensures a solid conceptual foundation.
- explore maths in small, coherent steps so that every pupil secures understanding before moving forward. This promotes deep, lasting learning for all.
- receive appropriate support and challenge to ensure they can make at least good progress
- be explicitly taught key vocabulary and precise mathematical language. Pupils are encouraged to articulate their thinking clearly and accurately, enhancing reasoning and communication skills.
- Activate their prior knowledge and engage in regular retrieval practice, to strengthen memory, build confidence, and prepare them for new learning.

## 2024-25 Priorities for GST Maths Network



# Music

## Our Vision for Music

GST envisions a comprehensive and inspiring music curriculum that is inclusive and accessible to all pupils.

Our music curriculum builds upon the national curriculum, providing a solid foundation that encourages creativity, expression, and a lifelong love of music. Our commitment to nurturing diverse partnerships, both locally and nationwide, enriches the educational experience and ensures that every child benefits from a wide array of musical influences and opportunities.

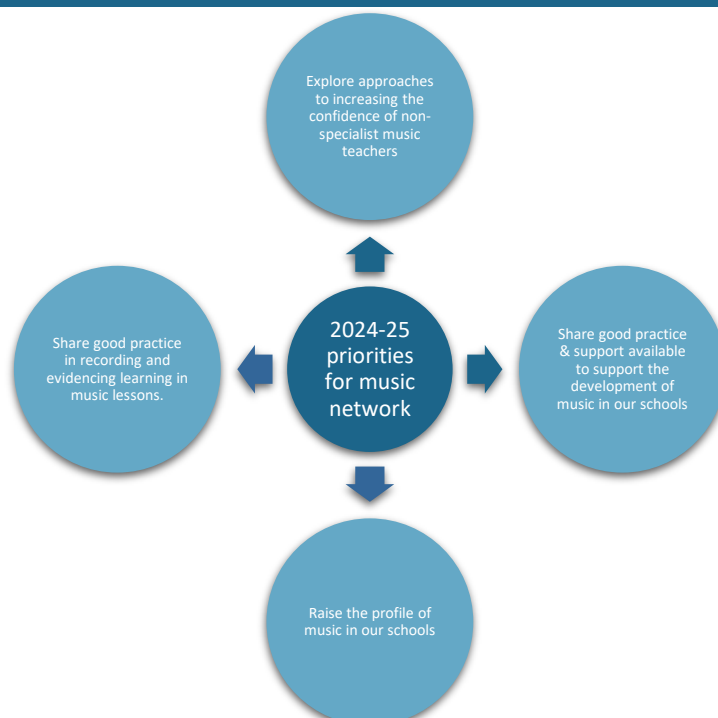
We believe that by working together and embracing common aspirations, our school communities will thrive, fostering a sense of unity and cultural appreciation through the power of music.

## GST Music Network Meetings

Carol Webb from St Paul C of E Primary School and Joolz Glowaki from Potters Gate C of E Primary School lead our network sessions, which run remotely twice a year.

Previous network sessions have focused on sharing resources to support the development of our music curriculum.

## 2024-25 Priorities for GST Music Network



## Our Shared Principles for Music:

To ignite a passion and understanding of music in each child, we aim to provide opportunities to:

- Inspire: nurture the curiosity and enjoyment of music for all, including immersive and live music performances.
- Sing: provide regular opportunities for all children to enjoy the experiences of singing together.
- Build musical skills: develop musical skills, tools and understanding of music as a universal language, to have confidence in identifying, responding to and using the inter-related dimensions of music, reflective of individual interpretation.
- Listen: listening, appreciating and developing personal preferences and responses to the diverse world of music, reflective of time and place and self-expression.
- Improvise and Compose: making and creating music individually and collaboratively.

*“Sing and make music from your heart to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ”.*

*Ephesians 5:19-20*



# Physical Education

## Our Vision for Physical Education

At GST, our vision for Physical Education (PE) is to cultivate a dynamic, inclusive, and holistic PE curriculum that enriches the physical, mental, and emotional well-being of every pupil. Our intent is to ensure that all pupils receive a broad and balanced PE curriculum delivered through high-quality teaching and learning experiences.

Our aim is to equip pupils with the essential skills needed for success in PE across various activities. We focus on fostering a lifelong love for physical activity by providing engaging and enjoyable experiences that motivate pupils to remain active throughout their lives. We emphasise the importance of physical activity as the cornerstone to a healthy lifestyle, inspiring pupils to make informed choices that promote physical health and well-being, encouraging habits that lead to lifelong fitness. We believe that every pupil should be physically active every day, and as such, our schools structure their day and the experiences within to ensure that pupils engage in regular physical activity, promoting overall health and vitality. We uphold the values of fair play, honesty, and encouragement in all aspects of our PE curriculum. Pupils are taught to observe and apply these conventions, promoting a supportive and positive environment where everyone can thrive.

Our trust aspires to create vibrant, supportive, and health-conscious school communities where every pupil can develop a passion for physical activity and understand its essential role in leading a fulfilling life.

*"Let us run with perseverance the race marked out for us."*

*Hebrews 12:1*

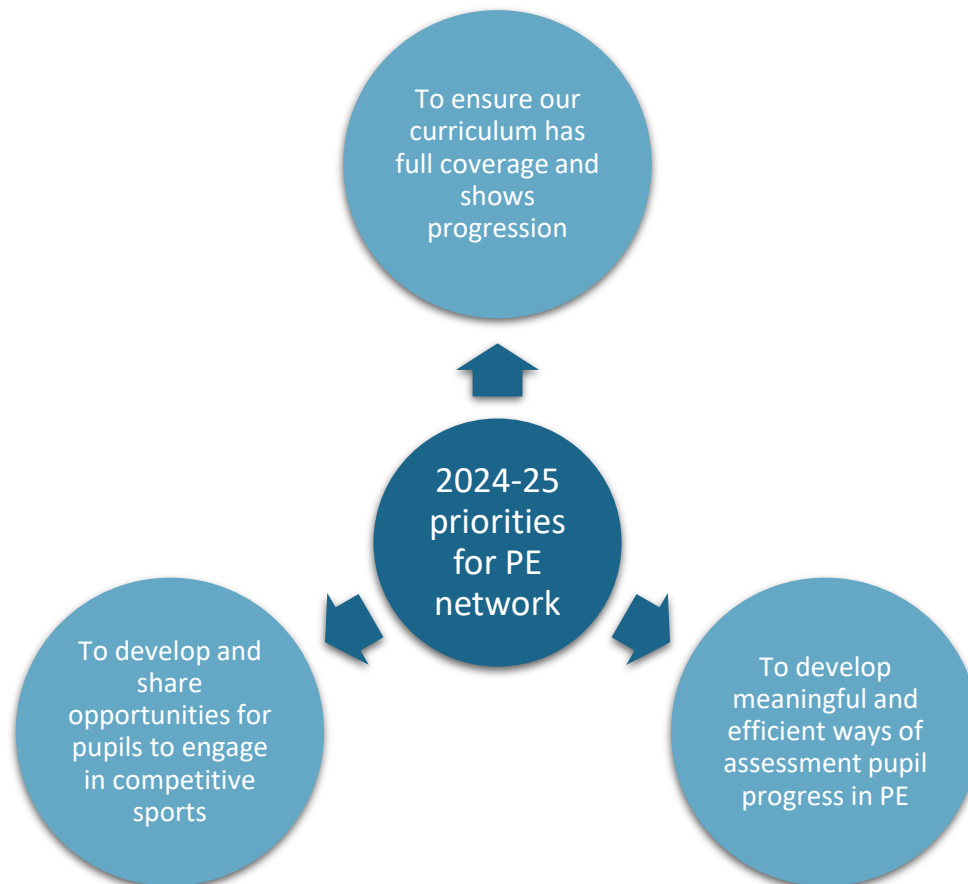
## GST Physical Education Network Meetings

Our PE network runs twice a year online and is led by Jav Cassim from Waverley Abbey C of E Junior School.

This year the network has shared and discussed The Ofsted PE subject report: 'Levelling the Playing Field' and started to explore assessment in PE.



## 2024-25 Priorities for GST Physical Education Network



## Our Shared Principles for Physical Education

In order to ensure a high-quality PE curriculum that not only enhances physical fitness but also contributes to the overall development and well-being of our pupils, we follow these principles:

- All pupils are able to participate meaningfully in PE activities, regardless of ability, background, interest or SEND.
- Our schools consider carefully the balance of exposure to a range of activities and sports with the opportunity to develop skill and knowledge so that pupils can develop an in-depth understanding of PE.
- Physical activities develop pupils' physical competence, confident and love of sports & physical activity as a result of progressive challenges and the celebration of participation, resilience & successes.
- Mental health, wellbeing and physical health are integrated into lessons to support pupils in making informed lifestyle choices.

# Science

## Our Vision for Science

At GST, our science curriculum is designed to inspire curiosity, foster critical thinking, and instil a profound respect for the natural world in every pupil. We aim to cultivate scientifically literate individuals who are equipped with the knowledge, skills, and mindset to thrive in a rapidly evolving global society and to contribute responsibly to their communities and the wider world.

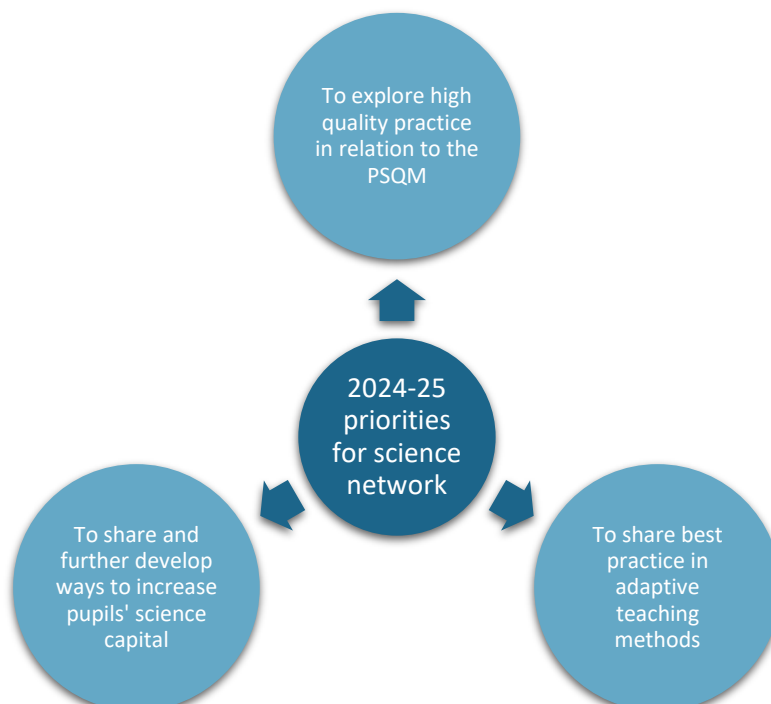
By embedding the principles of enquiry, critical thinking, and real-world application into our teaching, we aim to empower pupils to become informed citizens and innovative problem solvers.

Collectively, we aspire to create a lasting impact on our pupils' lives and the world they will help shape.

*"And I applied my mind to study and to explore by wisdom all that is done under the heavens".*

*Ecclesiastes 1:13*

## 2024-25 Priorities for GST Science Network





## GST Science Network Meetings

Our science network runs termly with a mix of in-person and remote sessions. Emily Peacock from St Paul's C of E Primary School leads the network. Previous sessions have focused on:

- Diversity within the science curriculum
- Sharing examples of enrichment opportunities to enhance the curriculum
- Sharing good practice in capturing learning and assessment opportunities.

## Our Shared Principles for Science

- Encourage a spirit of enquiry and curiosity.
- Promote hands-on, experiential learning where pupils actively engage in experiments and investigations.
- Foster a culture where questions are valued and scientific exploration is encouraged.
- Provide a solid foundation in the key concepts of biology, chemistry, and physics.
- Ensure a progressive build-up of knowledge that connects prior learning with new concepts.
- Emphasise the importance of scientific vocabulary and accurate communication of ideas.
- Implement a variety of assessment methods to gauge pupil understanding and inform instruction.



# Early Years

## Our Vision for Early Years

At GST, we fully grasp the paramount importance of high-quality early years education in shaping the enduring academic success and overall well-being of our pupils.

We firmly believe that a thriving 'Early Years Foundation Stage' hinges on well-trained and experienced staff who have access to continuous professional development.

Our settings provide exclusive resources and materials to enthuse and cultivate our pupils' passion for learning. Our educators are unwavering in their commitment to fostering open and effective communication with parents and carers, ensuring their integral role in their child's educational journey.

Additionally, our learning environments are purposefully crafted to be constructive and nurturing, with play serving as the cornerstone of our educational philosophy.

Through our steadfast dedication to delivering high-quality early learning experiences, our students embark on a journey to explore and master the fundamental components of the national curriculum, establishing a secure foundation for their educational path.

*"Children are a heritage from the Lord, offspring a reward from him".*

*Psalm 127:3*

## GST EYFS Network Meetings

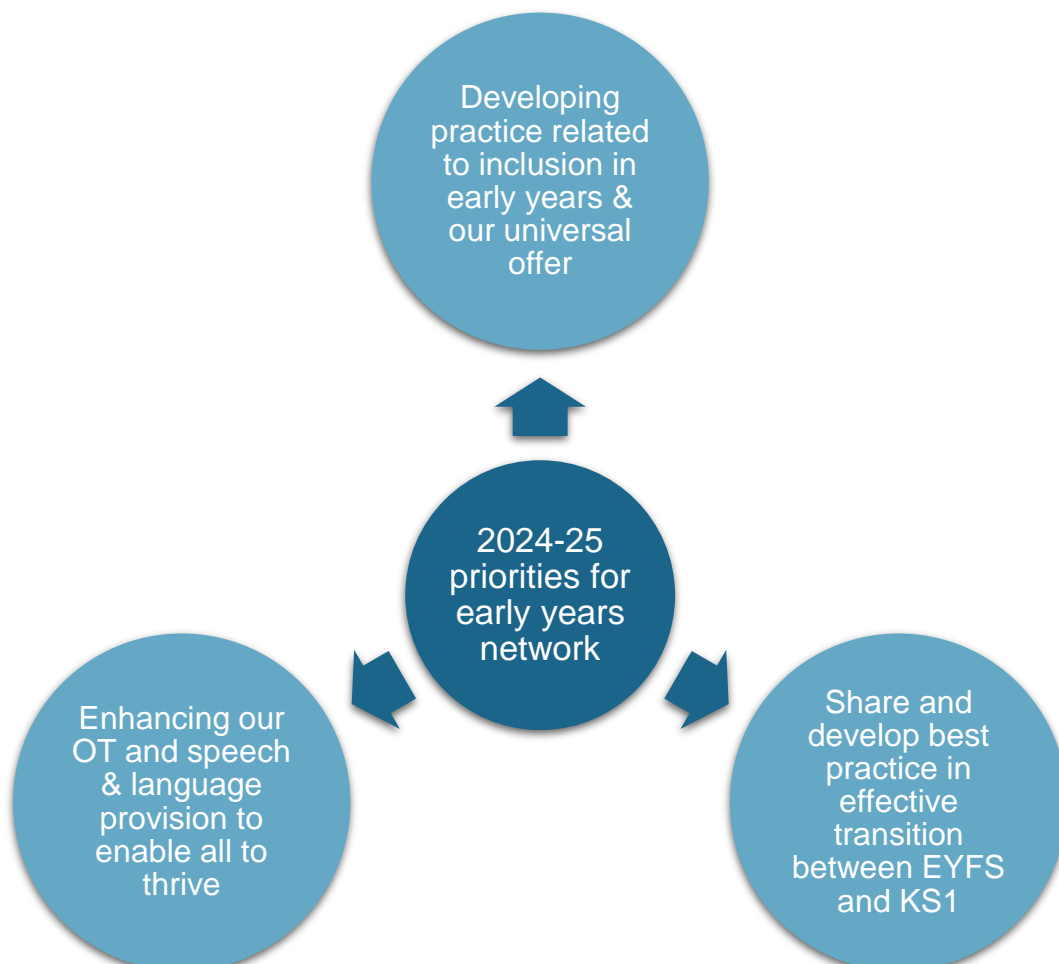
Our network sessions are run half termly in-person by Susie Pietrzak, GST Head of Early Years and Debbie Jenkyn from Ottershaw C of E infant school. Previous sessions have focused on: communication and language; assessment; supporting EAL pupils; and the use of floor books.



## Our Shared Principles for Early Years:

- We are passionately dedicated to cultivating high-quality adult-child interactions that nurture the development of effective social and emotional skills.
- We prioritise the use of language and communication to equip our pupils with the essential tools to become effective and successful learners, enabling them to seamlessly transition to subsequent learning stages.
- We unshakably uphold the belief that parents and carers play a pivotal role in supporting effective early years provision, empowering our pupils to become effective learners with the ability to self-regulate and thrive.
- At the core of our trust's vision lies our unwavering commitment to delivering comprehensive and continuous professional development, ensuring our practitioners are exceptionally skilled at supporting and nurturing our youngest learners.

## 2024-25 Priorities for GST Early Years Network



# Special Educational Needs and Disability (SEND) Network

## Our Vision for SEND

Within our trust we ensure a relentless focus on improving outcomes for all pupils. Our schools continue to focus on curriculum development to ensure it is ambitious and meets the needs of all learners as well as high quality teaching so that our most vulnerable learners are able to reach their potential, regardless of need or disability. Our schools work on the basis that what is best for SEND pupils is best for all and that every teacher is a teacher of SEND.

We are committed to removing barriers to learning and ensure that the staff that work across our trust have access to high quality CPD and training opportunities so that they can develop their skills and expertise, as appropriate.

We value all pupils and continually reflect and evaluate to ensure our offer is inclusive of all so that our pupils can enter the next stage of their education with skill, knowledge and confidence.

*"For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well".*

*Psalm 139: 13-14*

## GST SEND Network Meetings

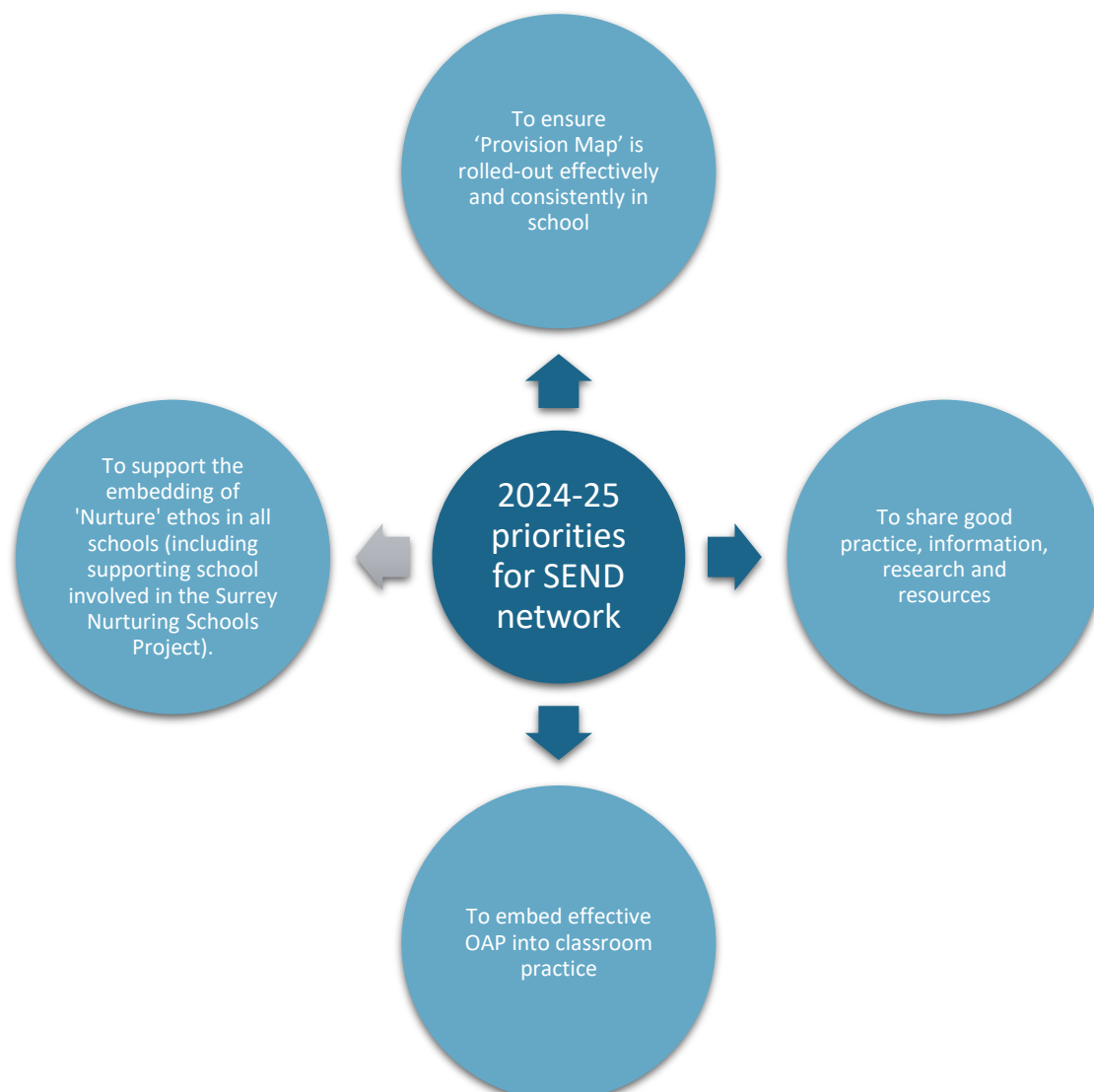
Our SEND network is run by Liz Tedbury, GST Head of Safeguarding, Inclusion and Wellbeing and enables SENCOs and other SEND professionals that work within our schools to collaborate effectively in a range of different ways.

This year the network has focused on the ways we review ordinarily available provision, sharing trust trends that relate to SEND and the planned introduction of 'Edukey' for our provision maps.

## Our Shared Principles for our SEND Network

- To ensure we share best practice and apply this utilising our knowledge of our pupils to ensure the best provision to meet their needs.
- To ensure early intervention remains a focus.
- A commitment to all teachers, support staff, pupils and parents working together to ensure our pupils have a rich education that is appropriate and relevant to them.
- Sharing best practice.
- To develop a shared language when talking about SEND and needs.
- To ensure that, as a result of a holistic focus that recognises the importance of health, therapeutic and emotional support as well as high quality teaching, pupils are ready for the next stage of their education.

## 2024-25 Priorities for GST SEND Network



# Religious Education

Religious Education is a statutory subject in Church schools and, as such, remains under the jurisdiction of the Guilford Diocesan Board of Education (GDBE).

High quality Religious Education lies at the heart of the curriculum for all our trust schools. All of our schools teach RE using the 'Surrey Agreed Syllabus for Religious Education 2023-2028'.

This curriculum is designed to ensure a balance of theology, sociology and philosophy through the interwoven progression of three golden threads:

- 'God': relating to theological approaches;
- 'Identity': relating to more philosophical approaches;
- 'Community': relating to sociological approaches.



Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community. The GDVE RE advisors provide advice to subject leaders across our schools as required.

It is our common aim that RE sets high standards, is rigorous and gives our pupils the opportunity to ask and answer challenging questions, explore worldviews and to learn to weigh up the value of wisdom from different sources so that they can express their insights respectfully. We aim for pupils to develop their sense of identify and belonging, enabling them to flourish individually within their communities and as citizens in a diverse world.

## RE Professional Development

The GDBE provides regular CPD for primary RE subject leaders and teachers through the following opportunities:

- Termly subject leader briefings (online or in-person)
- Brokering group staff visits to places of worship
- Training for new RE subject leaders



# Art & Design

## Our Vision for Art & Design

At GST, our vision for Art & Design is to cultivate a vibrant and dynamic environment where pupils can express their ideas and emotions through various artistic mediums. We believe that art is a powerful tool for communication, allowing pupils to explore and convey their inner thoughts and feelings in unique and meaningful ways. Our curriculums are designed to teach the formal elements of art, providing pupils with the foundational skills necessary to excel in collage, sculpture, painting, drawing, and printing. Through these diverse artistic practices, pupils will have the opportunity to engage in memorable art experiences that will inspire a lifelong passion for creativity. We are committed to developing individual creativity, encouraging pupils to explore their own artistic voice and vision. Art across GST plays a crucial role in fostering key skills such as problem-solving, understanding the world from multiple perspectives, and building resilience. By engaging in the creative process, pupils will develop confidence, gain a sense of achievement, and become imaginative thinkers and learners. Our aim is to instil a deep appreciation for the arts by developing a keen awareness of great artists, craftspeople, architects, and designers. We celebrate creativity and uniqueness, encouraging pupils to reflect on their work and the work of others. This reflective practice enhances their visual language and understanding of historical and cultural influences on art forms, fostering an emotional response and a deeper connection to their creations. At GST, we seek to inspire our pupils by exposing them to a variety of artistic influences and encouraging them to apply their knowledge and skills to new creations. Through our art curriculum, we aspire to nurture a generation of confident, creative, and thoughtful individuals who appreciate the richness of artistic expression, creativity and its impact on the world.

*"Yet you, Lord, are our Father. We are the clay, you are the potter; we are all the work of your hand."*

*Isaiah 64:8*

## Art & Design Network Meetings

The majority of our primary schools subscribe to 'The Primary Art Network', for a small cost each year. These sessions are run by Hannah Wickham, the art leader at St Paul's Addlestone. Please email [info@theprimaryartnetwork.co.uk](mailto:info@theprimaryartnetwork.co.uk) for further information.

# Assessment Dates

## 2024-25

	Autumn	Spring	Summer
School Data deadline to upload to Arbor	By Friday 13 <sup>th</sup> December 2024	By Friday 28 <sup>th</sup> March 2025	By Friday 4 <sup>th</sup> July 2025
GST Data deadline	By Monday 16 <sup>th</sup> December 2024	By Monday 31 <sup>st</sup> March 2025	By Monday 7 <sup>th</sup> July 2025
<b>Reception</b>	Reception Baseline Assessment Complete within first six weeks in school		EYFS profile assessment April - June
<b>Y1</b>	Writing TA(+ moderation) Reading TA Maths TA Phonics TA	Writing TA(+ moderation) Reading TA Maths TA Phonics TA	Writing TA (+ moderation) Reading TA Maths TA (NO NFER assessments) Phonics screening Check wb 9/6/25
<b>Y2</b>	Writing TA (+ moderation) Reading TA Maths TA	Writing TA(+ moderation) Reading TA Maths TA	Writing TA (+ moderation) Optional KS1 SATS (May 2025) Phonics Screening Check (pupils who did not pass Y1 screening check)
<b>Y3</b>	Writing TA (+ moderation) Reading TA Maths TA NFER Reading NFER Maths	Writing TA(+ moderation) Reading TA Maths TA	Writing TA (moderation) Reading TA Maths TA NFER Reading NFER Maths
<b>Y4</b>	Writing TA(+ moderation) Reading TA Maths TA NFER Reading NFER Maths	Writing TA(+ moderation) Reading TA Maths TA	Writing TA (moderation) Reading TA Maths TA NFER Reading NFER Maths MTC – 2-13/6/25
<b>Y5</b>	Writing TA(+ moderation) Reading TA Maths TA NFER Reading NFER Maths	Writing TA(+ moderation) Reading TA Maths TA	Writing TA (moderation) Reading TA Maths TA NFER Reading NFER Maths
<b>Y6</b>	Writing TA(+ moderation) SATS 2023 OR 2024 Mock Paper	Writing TA(+ moderation) SATS 2023 OR 2024 Mock Paper	Writing TA (moderation) Writing moderation KS2 SATS – see below

*KS1 NFER papers are now optional and should be ordered by individual schools if they would like to use them.*

### KS2 Year 6 SATs Dates - May 2025

Date	Subject
Monday 12th May 2025	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 13th May 2025	English Reading Test - 60 minutes
Wednesday 14th May 2025	Mathematics Arithmetic (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 15th May 2025	Mathematics Reasoning (Paper 3) - 40 minutes





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