



Leigh C of E Academy

To what extent are we theologically rooted.

What impact does this have on: Our Vision, Our day to day management, Academy Policies, Teaching, Learning, Environment, Well being, Relationships

Six Core Christian Theological Concepts

Concept	Application	Evidence
Creation	Everyone made in God's image and loved, valued, celebrated, represented. Creativity An inherent part of who we are as made in God's image. God's plan is for all creation to flourish IQ 1 , IQ 2, IQ 3, IQ 4, iQ 5	Communicated explicitly in Vision on academy website. Embedded in Academy ethos, supporting policies and systems, including Admissions, Attendance, Anti- Bullying, Behaviour Management, Curriculum, Marking , Mental Health and Well Being, PSHE. Communicated daily through Collective Worship. EYFS Home Visits, getting to know families, identifying specific learning needs. Early support to enable all children to thrive . Extensive range of intervention strategies to support individual and group learning across the 'whole child'. Achievement systems feeding into weekly assemblies and newsletter recognition. Weekly subject specific PSHE supports personal development recognition of individuality of each person. Classroom structures to enable children to recognise and manage feelings and emotions. Creative curriculum entitlement for ALL children- handbook, website pages, weekly newsletters, observations and pupil outcomes. Staff able to access career opportunities- subject leadership, CPD linked to school and personal priorities.
Incarnation	Means walking alongside others in the hard stuff as well as the good. Jesus promised 'Life in all its fullness'- the 'ows and wows' have their place in school. IQ1, IQ 4, iQ 5	Inclusion team meets regularly to identify need, plan and deliver support and measure impact. Early identification of barriers to learning- extensive SEND provision including specialist agencies, off site units. Rigorous attendance policy and systems to enable all children to attend regularly. Inclusion assistant, Learning Mentor to facilitate good start to the day and support as needed during the day. Comprehensive support systems to support SEND including staffing, interventions, monitoring. Inclusive wide curriculum access. Additional experiences within and beyond the school day communicated via newsletters. Full time designated safeguarding lead. Early Help supports children, families. Works with LADO and Social Care. Through lead roles AGC members support leadership, well being, vulnerable groups and carry out statutory responsibilities. Practical support- uniform bank, food parcels, liaison with parishes/ social care, local charities.
The Trinity	One God in 3 persons- Father, Son and Holy Spirit. Trinity is characterised by diversity, with distinct roles and identity – authentic selves. Made in God's image means we were made for living in community – relationships.. IQ1, IQ2, IQ 3, IQ 4, iQ 5	Senior Leadership structure- divided into clear delegated roles using individual strengths working together to communicate clear Christian Vision and effective management of structures and provision to enable each adult and child to flourish- 1. Christian Vision and Academy Ethos (Ref links to all concepts) , 2. Inclusion Management (Ref Creation, Incarnation, Love, Salvation, Reconciliation)) 3. Curriculum Development (Ref Creation, Incarnation, Salvation) 4. Safeguarding (Ref Creation, Incarnation, Love, Salvation, Reconciliation). Opportunities to extend professional experience, value new ideas, develop leaders. Clear wider school roles and responsibilities that including additional funding of safeguarding, inclusion, SEND and mentoring staff. Close relationships with our parishes who deliver Collective Worship rota, provide after school experiences and involve families in parish events. AGC organised in groups linked to specific AIP priorities and lead roles to use and support strengths , facilitate monitoring, support academy and ensure Christian Vision is implemented and Christian Distinctiveness is clear.

Love	God is love. A Christian community is recognised by the way it loves. Used to speak the truth – difficult conversations happen within a framework of love. IQ 1, IQ 3, IQ 4, IQ 5	Many and varied ways of providing a safe haven for children in need. Recognition of social, emotional and personal challenges. Behaviour Management and Anti-Bullying policies and guidelines. Classroom provision to enable pupils to self regulate- calm corners. Staff to support attendance, entry to school, nurturing matched to need during day, rigorous Child Protection and Safeguarding structures. Structures to engage parents to support learning, to be supported when in need, to address difficult issues- behaviour, attendance. Safe haven when required for family conversations, social care. Communicated daily through Collective Worship
Salvation	Good news – for everyone, invitational and inclusive. Transforming the lives of the vulnerable and disadvantaged. The promise of eternal life for all through Jesus death, resurrection, and ascension. IQ 1, IQ 2, IQ 3, IQ 4	Strong commitment through finance, staffing, resources to enable barriers to learning to be overcome and enable ALL children to grow as learners developing essential skills and accessing a wide curriculum, additional experiences within and beyond the school day. Inclusion Team Cross Ref Incarnation Work of DSL Cross Ref Trinity Communicated through daily Collective Worship.
Reconciliation	Forgiveness and repair as important concepts • God is concerned about relationships rather than rules • Jesus' life provides us with an example for living with others well. IQ 1, IQ 2, IQ 3, IQ 4, IQ 5	Behaviour Management underpinned by adults building relationships through positive interactions, giving of their time and attention. Speedy informal interventions to de-escalate potential conflicts. Emotional awareness shown by SLT. Children are explicitly taught how to behave and the skills needed to behave well including self regulation and reflection, thoughts, feelings and behaviour cycles, friendships and relationships, tolerance and understanding and bullying. Calm corners in every classroom and other areas. Pupil Voice indicates how these are valued and used. Emphasis on new day, fresh start. Targeted Nurture supports wide range of social and emotional needs for individuals and groups. Observations and pupils outcomes show explicit teaching through RE and Collective Worship.