



**St Augustine of Canterbury
Catholic Primary School**

Curriculum Policy

2025

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“Created by God to love and learn”

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Document Information

Author	Head Teacher <i>M Hilliam</i>	Review Frequency	Every 2 years Subject to local education authority and/or national policy change
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Curriculum Policy 2023

Mission Statement

St. Augustine of Canterbury Catholic Provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

"Created by God to love and learn"

Aims

- Provide an environment where self-worth, faith and spirituality will grow: through the provision of worship and an enriching religious education.
- Deliver a high quality curriculum through excellent, passionate teaching, thereby creating excitement and the desire to learn: all in a safe and happy environment.
- Involve families in all aspects of their child's education and foster good home/school relationships.
- Work in partnership with the wider community to develop respect and understanding of our world.

1. Introduction

1.1 For all of our children to reach their potential, we need to ensure that we provide the best curriculum possible. The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

2. Values

2.1 Our school curriculum is underpinned by the Christian values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We consider the following ten values as instrumental when framing the life of the school.

Respect: of ourselves and our neighbour both near and far from every culture and faith.

Love: of everyone and everything God created.

Humility: knowing that we are one of many and avoid selfishness

Courage: in the face of the unknown or meeting a new challenge or just having a go!

Responsibility: for our actions or inaction

Compassion: showing care and support to others

Perseverance: never giving up

Service: supporting others by giving of our time, organising charitable activities

Honesty: in thought and deed

Curiosity: a pre-requisite for learning about the world about us

2.2 We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

- We value the importance of each person in our community. We look for opportunities within our curriculum to promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Organisation and planning

3.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

3.2 Other foundation subjects are based on skills and knowledge development and we make use of published schemes of work to support our medium-term planning in the foundation subjects. We plan for opportunities for extended writing activities and enrichment opportunities from trips and visiting experts.

3.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

3.4 In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

3.5 At Key Stage 2 the curriculum is usually taught as separate subjects. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

4. Equality and Inclusion

4.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

4.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN/D Code of Practice in providing for children with special needs. The school's SEN/D Policy and Annual Information Report provides details of how SEN/D children have their needs met.

4.3 As a faith school, we are aware of the need to promote community cohesion and our curriculum is designed to reflect and develop children's understanding of living in modern multicultural Britain. This includes British values of Democracy, Liberty and Rule of Law.

5. The Foundation Stage

5.1 The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage statutory framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

5.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

5.3 During the children's first term in the reception class, their teacher creates a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year. Parents are updated on their child's learning via online software called 'Tapestry'. Teachers and parents can record and comment on areas of their child's development within the prime and specific areas of learning.

5.4 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

6. Key skills and approaches

6.1 At St. Augustine's, the curriculum is informed by the following key skills to support a well-rounded education.

- Core Numeracy and Mastery of mathematical concepts, including problem solving and reasoning,
- Core English skills of reading, writing, phonics and spelling, developing a well-articulated voice, known as oracy.
- Core Religious and Spiritual development, learning about faith and from faith.
- Physical development and well-being, participation and enjoyment of sport.
- Mastery of Technology,
- An understanding of the world through science, history and geography
- Opportunities in the Arts including Music, Art, Dance and Drama
- An understanding of the social, moral and cultural understanding of their world, both near and far.
- Specific and general Life Skills involving personal choice and cooperation with others

6.2 Our Key approaches

- Big Write in terms 1, 3 and 5, including cross curricular writing to develop understanding of composition, vocabulary and grammar. Quality texts and cross curricular links (such as Latin) are used as a stimulus as well as first-hand experiences.
- Developmental individual reading scheme, supported by class and group texts.
- Talk for writing in KS1 and story mapping in KS2.
- Synthetic phonics – a systematic approach to teach early reading and spelling across the school.
- Try It, Use It, Prove It in maths –practising key concepts taught, fluency of those concepts and then applying them through problem solving and reasoning about answers.
- Systematic termly skills approach to the visual arts.
- All children are given an opportunity to learn to play a musical instrument.
- Trips out and visiting specialists engage children in concrete experiences to support learning.
- Assessment for learning and next steps marking.
- A merit system operates to reward children for effort and being role model learners.
- Prayer focus throughout the day.
- Community worship across the academic year for celebrating liturgical themes.

7. The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress and whole school standards in that subject area;
- evaluate the impact of initiatives
- provide efficient resource management for the subject.

7.2 The school gives subject leaders non-contact time according to the school's priorities, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement, and devise action plans that monitor intent, implementation and impact. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also

keep a portfolio of children's work, which is used to show the achievements of children at each key stage and to give examples of expectations of attainment.

8. Monitoring and review

8.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

8.2 We have named Governors & FGB Committee Members or line of site of action plans for each of the following subjects: RE, SEND, Science, English and Maths.'

The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

8.3 The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

8.4 Subject leaders monitor the way their subject is taught throughout the school. They examine planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored, managed and replaced.

Equality Impact Assessment -Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		