



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Curriculum Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43
The mission of our school is to support and further the teachings
of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural
backgrounds.

We aim to enhance and celebrate their moral, physical, social and
emotional development, so that they may reach their full
potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with
parents, carers, children and the wider Catholic community: we
will strive and succeed in a wholly inclusive setting.

This policy was revised June 2017

The policy is to be reviewed June 2018

Written by: Amy Bowden

Children at St. Augustine of Canterbury are entitled to a curriculum, which contributes to a well-balanced education, developing the abilities and life skills of individual pupils so that they may take a valuable, positive and active place in society. The entitlement is for each pupil regardless of age, gender, race, religion or disability. We aim to promote and support the children in becoming RICH learners; engaging in a resourceful, independent and creative environment that supports them in developing their skills and resilience.

At St. Augustines 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 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.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and computing.
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Diocese Agreed Syllabus for Religious Education (Come and See);
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning.

We plan using the National Curriculum for all subjects across the curriculum.

Our short-term plans (Literacy and Numeracy) are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, differentiation, Assessment for Learning, focus groups,

evaluations and to identify what resources and activities we are going to use in the lesson.

Throughout EYFS and at Key Stage 1 and Key Stage 2 we adopt a Topic approach to curriculum planning using the Cornerstones scheme. The children are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding through careful use of the Early Years Foundation Stage (EYFS) and The National Curriculum.

Using the Cornerstones hub (online) and teacher books we create topic plans; these give clear guidance on the objectives and teaching strategies that we use when teaching each topic. An overview of the topics taught throughout the year is shared on our school website for parents to access. We use these overviews to ensure there is coverage across the curriculum. We use the Cornerstones scheme to plan a creative cross-curricular based curriculum for the enjoyment of all children. The scheme is derived from the National Curriculum and therefore ensures coverage of statutory objectives.

Within the scheme there are different phases of planning. These are:

Engage stage (1 week) - This begins with a memorable experience that is designed to start the topic in a memorable way to engage the children in their topic.

Develop stage (3 weeks) - This is the stage that has the key knowledge and skills taught to the children.

Innovate (1 week) - This stage provides the children to work independently and bring together all of the skills and knowledge they have learned throughout the develop stage. This gives the teacher an opportunity to assess their children within these skills.

Express (1 week) - This stage finishes the topic off, it allows the children to reflect upon their learning.

The cornerstones scheme provides lots of opportunities for visitors, trips, links with the community and parental involvement. Classes are able to

involve the parents at the different stages (particularly Innovate stage) and share their learning with them.

All classes use the PSHE Association's online scheme to support our planned PSHE curriculum.

The role of the subject leader

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 in that subject area;
- provide efficient resource management for the subject.

The school gives core subject leaders non-contact time when necessary, 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. They review the way the subject is taught in the school and plan for improvement. 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.

We have enrichment weeks throughout the year; these link to specific curriculum areas and the subject coordinator organises these. They have links with the School Development Plan, the community and special interests of the children.

Assessment and Target Setting

Every 6 weeks we assess the children using Rising Stars Assessment Tests (see Assessment Policy) in Reading, GPAS and Maths. Across the foundation curriculum subject leaders are responsible for the coverage across Key Stages 1 and 2.

With the children; we write challenging, realistic and attainable targets (literacy and Numeracy) in order to help them achieve these targets. (Please see the Teaching and Learning, Literacy and Numeracy Policies) These targets are reviewed 3 times per year by the class teacher and child. This review is then shared with the parents.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

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 Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation and differentiation. If a child's need is more severe, we if necessary, use the support provided by Teaching Assistants, the expertise of the SENCO (Mrs Angela Liggins) and we involve the appropriate external agencies.

Where appropriate, we provide an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address

the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage (EYFS)

The curriculum that we teach in the Early Years class meets the requirements set out in the EYFS Framework. Our curriculum planning focuses on the Development Matters and on developing children's skills and experiences, as set out in this document. (Please see EYFS policy)

Involving Parents

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. This involves an annual meeting with the parents by each teacher in September to introduce the curriculum for that year. This is followed by a housekeeping letter at the beginning of the Autumn Terms, Spring Terms and Summer Terms. Workshops for Parents of children (organised in Key Stages or by class) are also run by the teachers to assist the parents in supporting their children with their learning at home.

We also provide a Virtual Learning Environment (VLE) for our children to access at home via our school website. This provides the opportunity for additional learning throughout the curriculum and links to websites, which may assist the children in their learning. Every child in the school has a password accessible account to the website *Mathletics*. Children from Year 2 up have a password accessible account to *Spellodrome*. These are an online

resource where children can practise and refine their mathematical and spelling skills linked with the National Curriculum. They can complete online challenges, complete tasks set by their teacher and collect points to earn certificates. Year 1 children have access to a phonics play account to support and develop their phonics skills.

The curriculum will be supported by appropriate training and INSET for staff, and we endeavour to make available resources to support effective learning and teaching.