



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.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was revised June 2021

The policy is to be reviewed June 2022

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 children 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 (Resourceful, Independent, Creative and Happy) 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. (To be read in line with Teaching and Learning Policy).

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

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 alongside the National Curriculum to ensure full coverage and effective progression across the school. 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 Curriculum Maestro online platform and the National Curriculum we create topic plans; these give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Overview of the topics taught throughout the year is shared on our school website for parents to access. These topics are decided by the Senior Leadership Team. We use these overviews to ensure there is coverage across the curriculum. The scheme is derived from the National Curriculum and therefore ensures coverage of statutory objectives. Teachers work alongside Foundation Subject Leaders and use the Curriculum Maestro online platform to ensure that there is adequate coverage and progression across the school in each subject. Teachers work together to timetable adequate coverage of the foundation subjects across their weekly timetable.

The Cornerstones Curriculum Maestro scheme provides opportunities for visitors, trips, links with the community and parental involvement. Classes are able to involve the parents at the different stages and share their learning with them.

All classes use the PSHE Association's online scheme to support our planned PSHE curriculum alongside the long-term unit overview to ensure coverage

of the different themes. We use the Ten Ten Life to the Full programme to support our delivery of Relationship Sex and Health Education.

The role of the Foundation Subject Leaders

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;
- Work alongside teachers to ensure topic planning is in line with required coverage in their subject.

The school gives 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

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

With the children; we write challenging, realistic and attainable targets (Literacy and Maths) in order to help them achieve these targets. (Please see the Teaching and Learning, Assessment, Literacy and Maths 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 SENDCO (Mrs Angela Liggins) and we involve the appropriate external agencies.

Where appropriate, we provide an Individual Plan 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.

Inclusion

Teachers set high expectations for all children. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEN
- Children with English as an additional language (EAL)

Teachers will plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

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 class information 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. This platform can also be accessed when needed for Remote Learning purposes (see Remote Learning Policy). Every child in the school has a password accessible account to the website Mathletics. This is an online resource where children can practise and refine their mathematical skills linked with the National Curriculum. They can complete online challenges, tasks set by their teacher and collect points to earn certificates. All 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.

Reviewed by Amy Bowden
June 2021