

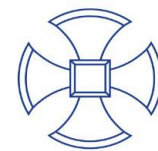
Curriculum Policy 2023-24

At St. Augustine's we recognise that education is about more than academics and that good education helps children to grow in faith and morality. Our vision is to provide children with a broad, balanced and ambitious curriculum, which creates a passion for learning in all children regardless of any boundaries they may face.

This policy will outline our curriculum intent, implementation and impact statements to ensure that children can achieve academically, morally, socially, culturally and spiritually. Please see individual policy statements and overviews for further detail.

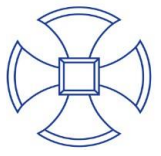
Curriculum Statement

Intent	<p>Our aim is to deliver a broad and balanced education for all pupils that is coherently planned and sequenced to provide children with the knowledge and expertise needed to progress through future learning and employment.</p> <p>We aim to provide children with the tools they need to grow into confident, articulate and happy individuals, who have no limits on what they can achieve. We have high expectations for all children and provide them with equal access to learning with the appropriate level of challenge and support for all.</p> <p>We encourage children to have a positive and resilient attitude towards their learning so they can develop skills and knowledge, which are interchangeable across the curriculum. Most importantly, we aim to provide children with opportunities to develop morally, socially, culturally and spirituality as this will give them the best chance of achieving academically.</p> <p>We have designed our curriculum using a holistic approach with the following questions in mind:</p> <ul style="list-style-type: none">➤ How our children learn – we understand that progress means knowing more and understanding more than they already knew. Giving children opportunities to develop their knowledge so that they have a deeper understanding will ensure that children are able to gain expertise within subjects and make connections between learning.➤ Understanding the most effective strategies for learning enables us to provide children with the skills to convert learning into long-term knowledge, which can be built on throughout their time at St Augustine's.➤ What are their previous experiences – as an attachment and trauma sensitive school, we understand that children have had different life experiences, which can have an impact on how they develop in school. Understanding the strategies that can be used to support a range of children can lead to greater impact on their development and progress. We aim to use children's experiences to make connections across the curriculum to create deeper understanding in our children.➤ What our children need to succeed – in addition to the statutory requirements of the National Curriculum, we consider what our children need to develop into the best people they can be, without any limitations on what they can achieve. This will ensure that we are preparing children not only for their continued educational journey but also for the rest of their lives. <p>Underpinning our curriculum design are the principles of our 'Recovery Curriculum', designed in summer 2020 in response to the impact of the pandemic and in line with our commitment to be an Attachment and Trauma Sensitive School. This will ensure a curriculum which is: relational, compassionate, therapeutic and play-based. Our Attachment and Trauma Sensitive policy and individual subject policies may be read in addition to this policy where necessary.</p>
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Implementation	<p>Our bespoke curriculum at St Augustine's is designed to consider the statutory requirements of the Early Years Foundation Stage Curriculum and Primary National Curriculum. Our curriculum also considers the needs of the children and our strong Catholic ethos.</p> <p>In addition to this, the following principles and strategies are implemented within school to ensure our curriculum has maximum impact on the children.</p> <ul style="list-style-type: none">✓ Subject leaders across both core and foundation subjects have worked closely with teaching staff and have outlined coverage of content for each year group. Each class teacher produces a curriculum overview, which can be accessed via the school website.✓ Class teachers produce half termly overviews, which outline knowledge and skill coverage throughout the half term. Objectives are taken from: Lancashire key learning documents, Knowledge Rich Curriculum, White Rose Maths and Come and See RE scheme. Staff utilize schemes including Language Angels, Life to the Full and Kapow to enhance our curriculum with an emphasis on 'Knowing more, remembering more'.✓ Caritas in Action is used to enhance our RE curriculum and school values with half termly Mission and Values provision.✓ RHE and PSHE is carefully planned throughout the year. Staff respond to needs and issues arising but planning additional lessons when necessary.✓ The principles of the recovery curriculum (ATSSA) are embedded in all lessons.✓ Our marking and assessment strategies ensure that children are being exposed to suitably challenging learning. Whilst also taking into consideration the workload of staff. Staff will not move on to a new concept until at least 80% of the class have secure understanding. Interventions will be used to support those who require extra help.✓ Lessons are structured appropriately to allow sufficient time for teaching and independent tasks.✓ As part of our carefully mapped out curriculum, we also ensure that children are given additional opportunities to learn through: residential trips, after school clubs, educational visits, curriculum showcases and educational visitors.✓ Staff respond to the needs of the children and will teach areas in addition to the National Curriculum where appropriate e.g. Picture News, Money Sense etc.✓ Meaningful cross-curricular links are made across the curriculum to make learning more memorable. Making connections across the curriculum will also help create deeper understanding and transfer skills to expertise.✓ Tapestry and Google Classroom are used to deliver remote learning and enhance other curriculum areas.
Impact	<ul style="list-style-type: none">✓ Pupil voice – Through discussion and feedback, children will talk enthusiastically about the curriculum and will understand the importance of each subject for their continued development.✓ Evidence in knowledge – Children understand concepts within different subjects and can build on prior knowledge each year.✓ Evidence in skills – Children are taught skills within different subjects, which are progressive and meet the individual needs of each child.✓ Through regular and routine monitoring by senior leaders and subject leaders, there is clear evidence of engagement and enjoyment across the curriculum.✓ Deeper thinking and independence is promoted, encouraged and developed as well as early identification of need and intervention to address gaps in learning or support additional needs.✓ Targets – Children will understand where they are in their learning journey and what they need to do to progress further.✓ Outcomes – Assessments during pupil progress meetings, moderation, end of Key Stage data and analysis of the key learning documents will provide evidence of standards across school and areas for development.



Statutory Requirement and Curriculum Entitlement

The structure of curriculum teaching at St Augustine of Canterbury is based upon the English National Curriculum and the Early Years Framework guidelines and covers all the recommended objectives to ensure that children have access to a broad and balanced English curriculum.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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. Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards and academies as set out in the Department of Education's Governance Handbook.

The structure of the day in EYFS, KS1 and KS2 ensures that children have adequate time to develop knowledge and skills for their given year group. The skills that the children develop within different subjects are utilised and supported across all areas of the curriculum. We strive for children to be working at age-related expectations or make expected progress from their own starting point before they leave to continue their educational journey at secondary school.

Roles and Responsibilities

The governing board and academy trust will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board and academy trust will also ensure that:

Romero Catholic Academy Trust

- ✓ A robust framework is in place for setting curriculum priorities and aspirational target
- ✓ The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- ✓ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- ✓ The school implements the relevant statutory assessment arrangements
- ✓ It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- ✓ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- ✓ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- ✓ They manage requests to withdraw children from curriculum subjects, where appropriate
- ✓ The school's procedures for assessment meet all legal requirements
- ✓ The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- ✓ The governing board is advised on whole-school targets in order to make informed decisions
- ✓ Proper provision is in place for pupils with different abilities and needs, including children with SEN/D
- ✓ Subject leaders are given time and opportunity to monitor and evaluate the standards in their curriculum areas.
- ✓ Time is provided through CPD and staff meetings to support staff to develop their leadership skills and sufficient opportunity is provided to enable staff to work together to reflect on and develop the curriculum to meet the ever-changing needs of the children in our care.



Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- ✓ The curriculum lead will support staff to implement an ambitious, broad and balanced curriculum.
- ✓ The curriculum lead will monitor standards across the curriculum and oversee subject leaders.
- ✓ Subject leaders will work closely with teaching staff to develop curriculum overviews and monitor the implementation and standards of their subject. They will work closely with the EYFS lead to ensure their curriculum is progressive and builds on prior knowledge, understanding and skills.

Subject leaders:

➤ Religious Education	Mrs. E Platt
➤ English	Mrs. A Malcolm (Mr. J. Robinson/Mrs. S. Colbeck during maternity leave)
➤ Mathematics	Miss A. Payne
➤ Science	Mrs R. O'Brien
➤ Physical Education	Mr. J. Robinson
➤ Computing	Mr. J Robinson (shadowed by Mr. A. Sanderson, ECT2)
➤ History	Mr. M. Finley
➤ Geography	Mr. M. Finley
➤ Art and Design	Mrs. C. Haworth (shadowed by Miss. L. Scott, ECT2)
➤ Design and Technology	Mrs. C. Haworth
➤ Music	Mrs. C. Haworth
➤ Foreign Languages (Spanish)	Mrs. S. Colbeck
➤ PSHE/Personal Development	Mrs. C. Haworth/Mrs. S. Colbeck/Mrs. H. Webb
➤ SEND	Mrs C. Haworth (shadowed by Miss. A. Payne, trainee SENDCo)

- ✓ Teaching staff will ensure they are consistently monitoring pupil outcomes, developing and adapting their curriculum and teaching to address gaps in learning, misconceptions and any additional needs.
- ✓ Interventions will be planned jointly by class teachers and support staff with oversight from senior leaders.

Organisation and planning

Our curriculum is delivered using a variety of approaches and resources, which are dependent on the subjects being taught – for more detail; please refer to our separate subject policies.

- Attachment and Trauma Sensitive (Recovery Curriculum)
- Religious Education
- English
- Maths
- Science
- Physical Education
- Humanities (Geography and History)
- Creative (Art, Music and Design Technology)
- Foreign Languages
- PSHE
- RHE
- Assessment, Marking and Feedback Policy
- SEND
- Inclusion
- PPG
- Learning Environment

Curriculum delivery

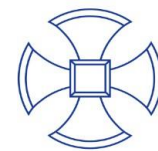
Our curriculum focuses on children developing a deeper understanding of key concepts. At St Augustine's, we strongly believe



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that learning is much more than what is seen in books, it is about the children developing a secure knowledge of what has been taught, acquiring skills that can be interchangeable across the curriculum and expanding their knowledge of vocabulary linked to specific subjects. Our curriculum design responds to the needs of the children; as a result, our curriculum is adapted where necessary throughout the year.

Quality Teaching	<p>At St Augustine's we believe that our staff must be passionate about their own learning, in order for children to be passionate about theirs. Therefore, staff are committed to developing their own practice by utilising the expertise of others to ensure there is a consistent approach across school.</p> <p>Staff at St Augustine's will ensure:</p> <ul style="list-style-type: none">✓ Lessons are always focused around what the children are 'learning' with clear objectives.✓ The school's behaviour policy guidelines are implemented to engage children in their learning.✓ They are passionate about what they are teaching.✓ The appropriate use of questioning, modelling and explanations.✓ They help children to develop a resilient attitude towards their learning.✓ High expectations of all children.✓ Regular assessment of the children's understanding in line with the marking and feedback policy.✓ Praise and encouragement is used to motivate children.✓ They provide the appropriate resources and support to meet the needs of each child.✓ They progress lessons at the same rate as the children's understanding. New concepts will not be taught until children are secure in prior learning.
Teaching Sequence	<p>Every half term, we ensure that we have planned for the children's learning journey and use the following sequence to teach the curriculum:</p> <ul style="list-style-type: none">✓ Engagement phase – firstly, we must understand what the children already know so we can adapt our teaching to meet the needs of the children. Once this initial assessment is completed, staff can ensure that they generate an excitement and eagerness to learn something new in all children. We believe learning is more effective when it is memorable; therefore, the learning experiences within this phase should ignite a spark in the children and allow them to build on their knowledge and skills.✓ Growth phase – within this phase, the children should acquire new knowledge, expand their understanding of vocabulary and develop new skills. Staff will encourage children to have a resilient attitude and see 'mistakes' as a part of learning.✓ Innovate phase – within this phase, children should be given opportunities to apply their learning to different contexts and given opportunities to learn collaboratively with other children to embed learning.✓ Express phase – finally, we allow the children to be able to express their learning through creating independent work, teaching and showing their new skills and knowledge to other children and celebrating their successes.
Planning	<p>We believe the planning and assessment cycle is key to providing children with effective teaching. We understand the importance of planning the children's learning across the year, rather than concentrating on what the children 'do' within different lessons. Therefore, we start all planning with the key question:</p> <p>What do we want the children to learn?</p> <p>After this initial question, we think about how learning should be sequenced to ensure that all individual lessons fit into wider learning so it can be built on and embedded.</p> <p>To establish how we will teach the children to learn new knowledge, skills and vocabulary, we use a range of planning methods to ensure learning is progressive and effective:</p> <ul style="list-style-type: none">➤ Curriculum Overviews – gives an overview of planning across terms/ academic year.➤ Medium term planning – enables teachers to consider a sequence of lessons



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	<p>around a subject area to identify: what we are teaching, why we are teaching it, when we are teaching it and who we are teaching it for.</p> <ul style="list-style-type: none">➤ Short term planning – staff are encouraged to plan using their Active Inspire slides and concentrate on learning over the course of a few days/ week to ensure resources and teaching is effective.➤ Weekly timetables will be developed to enable staff to be flexible in their approach when there is an opportunity for cross-curricular links.➤ Planning will indicate adaptive teaching strategies, SEND support and key vocabulary and staff will annotate planning to identify and address gaps and misconceptions. <p>We aim to utilise our time and the skills of others to plan effectively and efficiently to ensure learning is at the heart of all lessons.</p>
Assessment	<p>Assessment is a key part of the planning process as it allows staff to understand what the children already know or how well they have understood key concepts.</p> <p>At St Augustine's, we use a range of assessment strategies to inform our planning and teaching, these include:</p> <ul style="list-style-type: none">✓ We are developing check-in, check-out tasks alongside knowledge organisers to enable pupils to reflect on what they know, what they need to know and what they have achieved.✓ Effective marking and feedback – the marking and feedback policy outlines effective methods that can be used across all curriculum subjects. Staff should use their professional judgement to choose the most appropriate assessment method e.g. live marking, peer assessment, questioning etc. Staff continue to be rigorous in identifying gaps in learning as a result of the disruption to learning (March 2020-Summer 2022).✓ Target setting – as part of the marking and feedback policy, children should understand how they are doing in their learning and what next steps need to be taken to progress further. Staff will use the target setting guidance within the marking and feedback policy to set SMART targets for the children both orally and written.✓ We use the tracking tools to monitor standards across school using the terminology: Below, On Track and Deeper Learning. This allows staff to concentrate on the children's understanding of concepts taught. We have an open-mind when it involves 'levelling' children, to ensure children are given the same opportunities regardless of any barriers they may face. We aim to get rid of the ceiling, so that children can reach for the stars!✓ Intervention – Within all aspects of teaching and learning, children's understanding is monitored; children who require additional support will be given opportunities to participate in interventions and will be highlighted to the SENCO where appropriate.✓ Monitoring arrangements – Throughout the year, SLT and subject leaders monitor standards across the curriculum, with an emphasis on current school improvement priorities. The monitoring cycle for the year outlines the priorities for the curriculum.
Learning environment	<p>We believe that a positive learning environment has an impact on children's learning. The below approaches are used:</p> <ul style="list-style-type: none">✓ Working walls – displaying the children's current learning, modelling skills and displaying subject specific vocabulary helps facilitate children's learning. We believe that displays should be updated regularly so they do not become wallpaper to the children.✓ Resources – children should have access to a range of resources to support their learning e.g. sound mats, times table, learning packs, dictionaries, technology etc.✓ Attachment and Trauma sensitive practice – we use a range of informed strategies to support learning within the classroom e.g. visual timetables, quiet spaces, calm working environment, brain breaks etc.



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	<ul style="list-style-type: none">✓ Please see the Learning Environment Policy for further information.✓ Corridor displays are used to show the previous half term's work with clear reference to the progression in skills and knowledge where possible.
Enhancements	<p>We seek meaningful opportunities for enhancing our curriculum provision including:</p> <ul style="list-style-type: none">✓ Mission and Values weeks each half term (focus on Catholic Social Teaching, My Happy Mind, RHE, school values and links to relevant developments including wellbeing, mental health, relationships)✓ Philosophy for Children (developing 2023-24)✓ Picture News to develop engagement with current affairs, developing a knowledge of protected characteristics and fundamental British Values✓ In 2023-24 we are registered for the Live Simply award where we focus on school, local and global issues and think about sustainability, solidarity and living simply.

Partnerships

- ✓ Teachers support each other to develop strategies and provision for all curriculum subjects
- ✓ The Curriculum lead, SLT and individual subject leaders provide support with planning, assessing and moderating standards within the curriculum. They will oversee their curriculum area and monitor using a range of strategies.
- ✓ External resources are used where appropriate to enhance the teaching within school
- ✓ Subject leaders work with other subject leaders within the Romero Academy to develop the curriculum.
- ✓ Links with local high schools support the transition to KS3
- ✓ Links with local nurseries and pre-schools support the transition to EYFS
- ✓ All stakeholders are involved in developing the curriculum.
- ✓ Parents are encouraged to support their children's learning at home through reading and spelling practice.
- ✓ Governors oversee any changes made to the curriculum
- ✓ During 2022-23, we worked closely with St Anne's and St Joseph's RC Primary School, Accrington, to develop subject leadership, curriculum and assessment/moderation opportunities; this work is being further strengthened and developed in 2023-24.

Equal opportunities and Inclusion

- ✓ All children are given access to a broad and balanced curriculum regardless of gender, ability, race or religion.
- ✓ Provision will be made for individual needs in IEP's and planned interventions
- ✓ Equal opportunities are provided for all children including those with special educational needs or gifted and talented children.
- ✓ Children with EAL will be given additional resources and teaching to support their learning.
- ✓ A feeling of self-worth will be engendered throughout the activities.

SEND

- ✓ Children with special needs will be identified and work within their individual level. If needed, they will have a POP and work with support under direction of the class teacher. A range of intervention programs are available across school e.g. IDL, Fast Forward Spelling, fine motor etc.
- ✓ Staff are encouraged to use adaptive teaching strategies to meet the wide range of needs in each class and supported by senior leaders to do so.
- ✓ Regular reviews through SEND and pastoral supervision provide additional review and reflection of the needs in each class.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website.