



St Augustine's Catholic Primary School

Be the Best You Can Be

Curriculum Policy

September 2021- September 2023

St. Augustine's Curriculum Policy

This Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020).

Aim

This policy is a statement of the aims, principles and strategies for deliver a high quality, ambitious, broad and balanced curriculum at St. Augustine's Catholic Primary.

We have a Curriculum Policy so that all staff understand and share the vision for providing our children with the best opportunities.

Through the delivery of our high quality, ambitious, broad and balanced curriculum, we aim that pupils leave us with the knowledge and skills, personal qualities and aspirations to make the world a better place, inspired by the Gospel and our mission statement of- '**Lead us Lord to act justly, to love tenderly and to walk humbly,**' which complements our school motto to '**be the best you can be**'.

Intent

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this within the knowledge of our curriculum.

'Learning is Remembering and Recalling...'

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts. In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

Implementation:

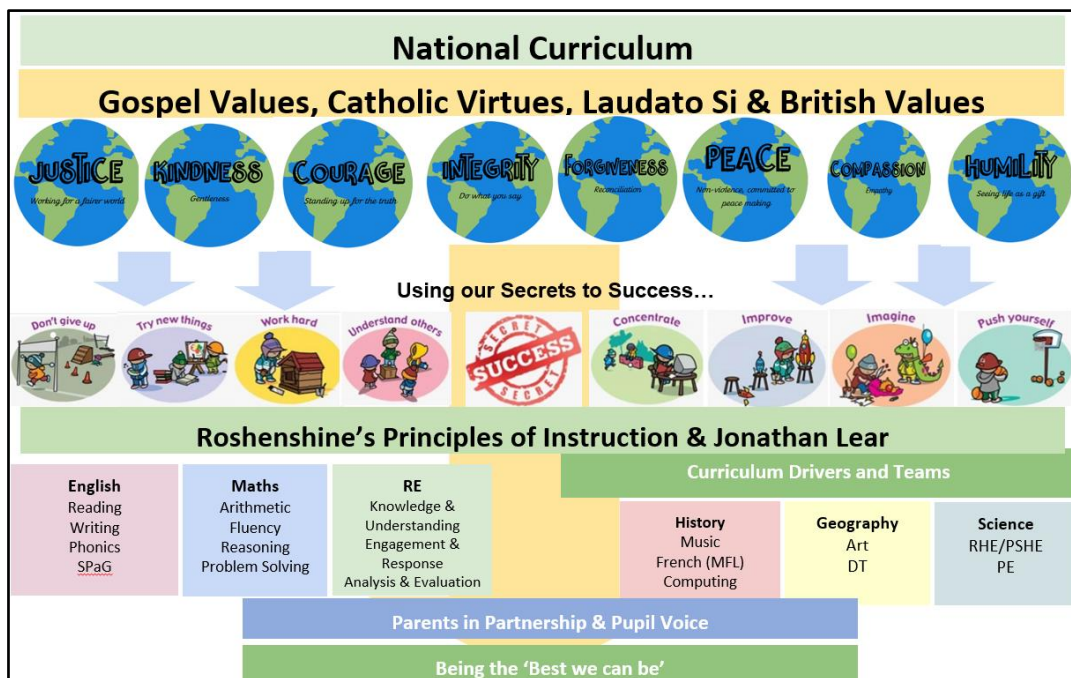
Our curriculum has been developed based on the concepts of Laudato Si, Gospel Values, Catholic Virtues, Catholic Social Teaching & British Values (please see the table below) in line with the National Curriculum.

Gospel Values	Virtues	Laudato Si/CST	British Values
Courage	Fortitude (courage)	Sustainability	Rule of Law
Integrity	Temperance (self-control)	Belonging	Democracy
Kindness	Prudence (wisdom)	Common Good	Mutual respect
Forgiveness	Justice (fairness)	Community	Individual liberty
Justice	Faith (belief)	Equality	Tolerance
Compassion	Hope (trust)	Stewardship	
Peace	Charity (love)	Rights and Responsibility	
Humility		Transformation	
		Trust	
		Protest	

Organisation and Planning

In order to provide the best opportunities for the children to become lifelong learners, children are offered a coherently sequenced curriculum building upon knowledge and taking into account their interests and the school’s context. The senior leadership team strategically support subject leaders within curriculum teams to drive their subjects forward. The curriculum teams include all teachers and a teaching assistant allocated to each subject.

Our curriculum design is as follows:



All subjects are strategically structured to show a clear progress of knowledge from EYFS to Year 6. Each subject is made up of components which lead to composites also referred to as a curricular goal. We give each composite a purpose which is then shared with an audience which has been previously discussed with the children.

At St. Augustine’s, children’s aspirations are embedded within the curriculum design and career opportunities are explored in all year groups termly through the use of visits, visitors, audience and career links. Please see diagram below.

St Augustine’s - Year __ Curriculum						
Theme Skills and Concepts	Gospel Values		Catholic Virtues		Laudato Si/CST/British Values	
		<i>Courage</i> <i>Integrity</i> <i>Kindness</i> <i>Forgiveness</i>	<i>Justice</i> <i>Compassion</i> <i>Peace</i> <i>Humility</i>	<i>Virtues</i> <i>Fortitude</i> <i>Temperance</i> <i>Prudence</i>	<i>Justice</i> <i>Faith</i> <i>Hope</i> <i>Charity</i>	<i>Sustainability</i> <i>Belonging</i> <i>Common Good</i> <i>Community</i> <i>Equality</i> <i>Stewardship</i>
	Autumn - History		Spring – Geography		Summer – Science	
Topic Title						
Visit Visitor Audience Career link	Visit - Visitor - Audience - Career link -		Visit - Visitor - Audience - Career link -		Visit - Visitor - Audience - Career link -	
Texts						

Each term, a driver subject steers the topics and all other foundation subjects are linked to the topic. History is the driver subject for the autumn term topic, for example, in Year 5 the topic is ‘The History of Medicine’ which looks at the thematic study of medical development from pre-history to present. All other subjects then link with this topic, such as Science ‘Animals including humans’ where the children will be building on their knowledge of human development and how medical practises have aided this over time.

Subject Overviews

For each subject, teachers complete an overview stating the audience and purpose (sparkling start and fabulous finish), key vocabulary, curriculum concepts, gaps in knowledge and components from previous year groups and finally how these gaps along with new knowledge and components will be taught. See diagram below.

Subject Overview

Subject: History

Year group: 5

Date: September – December 2021

Audience & Purpose							
Sparkling Start: History of Science Museum webinar – history of vaccinations				Fabulous Finish: Create on webinar style presentation for parents on the history of medicine and progress in medicine since the prehistoric age.			
Vocabulary	Medicine, surgery, healthcare, tax, state, science, dates, time period, era, chronology, continuity, change, century, decade, legacy, source Concepts: kindness, justice, compassion, fortitude, justice, faith, hope, common good, community, equality, rights & responsibilities, trust, mutual respect						
Gaps in knowledge (from PPRs)	Anglo-Saxons/Vikings (from Y3/4) Lockdown topics were mostly Geography and Science so History gaps are						
Gaps in components (from PPRs)	Devise historically valid enquiry questions with support? Select and organise relevant historical information to respond to questions about change, cause, similarity and effect.						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Gaps to be covered (knowledge)		Social history of Anglo-Saxons/Vikings	Social history of Anglo-Saxons/Vikings				
Gaps to be covered (components)	Enquiry questions	Select and organise relevant historical information to respond to questions about change, cause, similarity and effect					
Knowledge for current year group	Prehistory – stone/iron age (herbal medicines)	Aboriginal medicine	Hippocrates – Hippocratic oaths	Romans – Vikings medical developments (Galen)	Romans – Vikings medical developments	The Crusades – loss of Islamic societies' medical knowledge through religious conflict Religious/social belief that harming a body was a sin (lack of progress in medical sciences)	
Components for current year group	Can pupils draw a timeline and place periods and events studied (inc. work from previous year groups) on timeline correctly? Can pupils create their own written narrative for a theme such as 'medicine through time'? Do pupils have understanding of British history as a narrative?						

Following the completion of the Subject Overview, teachers then use the following medium term planning template which supports Rosenshine's Principles of Instruction.

St Augustine's Catholic Primary School - Medium Term Planning for Foundation Subjects



Date:

Subject:

Class: Year

Key Vocabulary									Marking & target yellow dot children to check in with	
Knowledge & Composites (WAGBAT)	Input (including modelling)	Spaced repetition			Success criteria	Independent Learning				Plenary
		Questioning	Guided/shared practise	Scaffolding		WTS*	ARE**	GDS***		
Date: WAGBAT:						*				
Date: WAGBAT:						**				
Date: WAGBAT:						***				
Date: WAGBAT:						*				
Date: WAGBAT:						**				
Date: WAGBAT:						***				
Date: WAGBAT:						*				
Date: WAGBAT:						**				
Date: WAGBAT:						***				
Date: Assessment –										
Next Stage in Learning:										

Teachers plan and deliver lessons that follow Rosenshine's principles of instruction to meet the needs of their classes using the format and strategies that best suit the purpose of the learning:

- **Consolidate prior knowledge** – to ensure spaced repetition of knowledge.
- **Sharing outcomes of components and composites** – a WAGBAT (we are getting better at) with specific reference to subjects e.g. As a geographer, WAGBAT....
- **Modelling** – introducing strategies to support children's learning of certain concepts.
- **Questioning** – carefully differentiated questioning based on formative assessments and individual needs of the children.
- **Guided/shared/independent practise** – enabling the children to practise new concepts within a supportive framework, dependent on their needs, building to independent success.
- **Scaffolding** – providing the supportive mechanisms to all children to succeed and achieve lesson outcomes.
- **Success Criteria** – to enable children to understand the necessary steps to be independently successful.
- **Plenaries** – to enable children to reflect and recall new knowledge that has been taught throughout and where appropriate challenge them further with the next step.

Integral to our mastery approach (see Teaching and Learning Policy) is the correct use of subject specific vocabulary. Vocabulary is a reliable indicator of future academic and vocational success therefore we place emphasis upon this within the teachers' planning and direct teaching.

Assessment

The curriculum is assessed using a combination of formative and summative assessment approaches. Using Rosenshine's Principles of Instruction, teachers effectively question children throughout lessons to ascertain whether children have fully understood the knowledge being delivered. Teachers actively support all children using an array of techniques and strategically deploy teaching assistants to ensure that there is a graduated approach which enables children to become independent learners ensuring that all children develop metacognitive strategies to succeed.

These assessment techniques include:

- Effective questioning
- Dotty marking feedback (see Assessment and Feedback Policy)
- Next step feedback
- Individuated targets
- Active feedback
- Peer and self assessments
- Learning partners

Monitoring

The assessment of the curriculum is tracked through an internally designed, concise assessment system and monitored by SLT, subject leaders and class teachers to ensure that all stakeholders triangulate evidence to support accurate assessment of the children. (See Assessment and Feedback Policy)

Subject leaders monitor their subjects by ensuring that each half term they complete the following monitoring exercises:

- Pupil voice
- Book looks
- Drop ins

In addition, during SLT meetings, monitoring is an agenda item which is discussed at further length. From this, next steps are identified and support mechanisms put into place to ensure children are making progress.

Role of Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that the school is teaching a broad and balanced curriculum including all National Curriculum subjects.

Role of Headteacher and SLT

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

- All required elements of the curriculum, have aims and curricular goals 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
- The school's procedures for assessment meet all legal requirements
- 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 SEND

Role of Subject Leads

Subject leaders are responsible for leading their subject by:

- Completing a subject action plan which is reviewed and adapted regularly in line with the School Improvement Plan (SIP)
- Delivering or organising staff CPD
- Sharing subject specific pedagogical research/updates with staff
- Monitoring the implementation and impact of Rosenshine's Principles of Instruction within their subject areas along with the delivery of the knowledge taught
- Monitoring the planned curriculum, taught curriculum and experienced curriculum to provide children with a wealth of learning opportunities and experiences within their subject
- Half termly monitoring inclusive of pupil voice exercises, book looks and lesson drop ins
- Update SLT buddy of monitoring findings and next steps
- Provide regular updates to governors

Role of Teachers

At St. Augustine's we ensure that all of our children reach their full potential. One of the ways we do this is by ensuring that all our children are given Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children to overcome any barriers to their learning and provides opportunities for challenge and curiosity.

Some of the ways we do this are:

- Developing an enabling environment including our classrooms being well organised, accessible with well labelled resources
- Ensuring that *lesson design* has a clear structure where children are made aware of the learning objective at the start of the lesson
- The planning of learning is given in small steps and supported by visual clues, including concrete, pictorial and abstract
- Explicitly teaching new vocabulary – often with the aid of visuals and displays
- Children are asked to demonstrate and recall core knowledge in a variety of ways, e.g. drama, mind-mapping, drawing, digital literacy
- Children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics, etc.
- Making explicit links to prior and future learning to make connections across the curriculum - including future careers
- Children work in flexible groups - mixed, pairs and individually
- Children's effort and achievement in their work is celebrated using a range of age appropriate strategies including 'House Points', 'Gospel Values certificates', 'Concept certificates', verbal and written praise etc.
- Teachers ensure that learning is enjoyable and that children are excited about what they are doing
- Every teacher is a teacher of children with SEND and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs
- Use appropriate Rosenshine strategies such as modelling, scaffolding, effective questioning, use of key vocabulary, success criteria, independent/group work
- Use appropriate strategies such as 'scaffolding' and encouraging home language to support children with EAL
- Staff carefully track each child's progress to ensure that they are able to reach their full potential
- Staff meet regularly with parents and guardians to discuss their children's progress and keep them up to date with what their children are learning
- EYFS – communication and language is supported in the Early Years by placing emphasis on language enrichment in all learning areas. Staff build upon and develop children's vocabulary development through interactions in child initiated activities, which allow the practitioners to use in the moment opportunities to extend and develop language use depending upon individual need.
- Staff prioritise vocabulary development and language use in all adult led/guided tasks.

- Early reading – children are taught Storytime phonics in EYFS and Y1 to develop fluency and comprehension ready for the KS2 curriculum
- Reading – children are encouraged to read for pleasure to promote the love of books and to support becoming a lifelong learner
- Maths is taught using the CPA (concrete, pictorial, abstract) approach following Rosenshine’s principle’s and the mastery model

(Refer to Teaching and Learning Policy)

Impact

The impact of our curriculum delivery is measured by the use of impact questions as a basis of teachers’ formative and summative assessments of the children’s learning. These impact questions are used to inform future planning and supports the cohesion of our curriculum. This triangulates evidence, which enables teachers to track children’s progress, to ensure that every child achieves their full potential.

Through our school Mission Statement, "*Lead us Lord, to act justly, to love tenderly and to walk humbly*", and our school motto, "*Be the best you can be*" we encourage all our children to develop their talents and skills to become confident life-long learners and good citizens.