



**St. Augustine's Catholic Primary School
Hoddesdon**



**Curriculum Policy
Renewed: September 2023**

Renewal: September 2024

MISSION STATEMENT

*We come to school to live and learn happily together
by loving ourselves and each other as Jesus teaches us.*

Our vision:

We aim to provide our children with an education that prepares them for the responsibilities and opportunities that arise throughout life in the 21st Century. Our active partnership between Home, Parish and the wider community continues to grow with each playing a role in the continual development of our School. We strive to provide a curriculum that reflects on learning and teaching practice to create a stimulating educational environment that caters for individual needs. We aim for every person that comes into our school to be touched by our compassionate ethos where the gospel values are seen to be at work.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in Autumn Term 2023.

It is due for review in Autumn 2024.

Introduction

At St. Augustine's Catholic Primary School we believe that our curriculum should be broad, balanced and relevant; sufficiently challenging learners of all abilities. The curriculum taught meets the statutory requirements of the 2014 National Curriculum.

Aims

The aims of the curriculum are to:

- promote high standards in Reading, Writing and Maths;
- provide a broad, exciting and stimulating learning experience
- provide the opportunity for all pupils to make significant progress;
- prepare pupils to become proficient 21st century learners

The curriculum is planned effectively, providing continuity and progression.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- provide a stimulating environment and resources so that pupils can develop their skills to their full potential;
- provide for different learning styles and abilities;
- teach pupils to have an awareness of their own spiritual development, to have respect for themselves, high self-esteem and to be able to work co-operatively with others.
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

- The curriculum for each subject is taught discretely, however cross-curricular links are applied cohesively and creatively wherever possible.
- A curriculum map for each half termly topic indicates the broad objectives that will be covered in each subject. These are set to parents each term. Refer to individual subject policies for more information.
- Units of work are planned, over half a term's duration. These are recorded as MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives.
- Medium term plans are transferred to SHORT TERM PLANNING (weekly planning) which details all work to be covered; the learning objectives, success criteria and all differentiated activities and support.
- Religious Education is delivered through Margaret Carswell's scheme of work and is supplemented with 'Ten Ten' plans of Relationships and Sex Education (RSE).
- Maths objectives are taken directly from the National Curriculum 2014 framework, in conjunction with the Herts for Learning Maths Essential planning toolkit and Maths Mastery.
- Times Too is used in addition to the new Curriculum to build mental maths and times tables skills.
- Physical Education follows the Get Set programme of work.
- Reading and Writing objectives are taken from the National Curriculum 2014 framework alongside the HfL Literacy planning sequence of materials, to create a consistency in the teaching of key Literacy skills.
- **Children with Specific Needs, including Most Able.**

The curriculum is designed to provide access and opportunity for all pupils. If a child has a particular need, the school endeavours to meet it through classroom scaffolding, catch up sessions, interventions and home school partnerships.

The school adheres to the requirements set out in the SEN Code of Practice to provide for children with special educational needs and disabilities. If staff, parents or carers raise a concern about a child, his/her teacher will initiate a plan, do and review cycle. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child. If a child is working significantly above age related expectations they will be given open-ended questions and tasks and encouraged to follow lines of thought independently. Work will be of a challenging nature in order to ensure they continue to exceed age related expectations and are stretched in order to reach their full potential.

Literacy

Reading

Children experience a variety of reading materials throughout the school. All children have guided reading sessions which incorporate the Herts for Learning Reading fluency project of reciprocal reading. Children are divided into groups where they complete a carousel of activities related to reading, comprehension, spelling and grammar. The teacher and learning assistant focus on teaching reading and comprehension skills with varied texts that are aimed to challenge the group's reading level. All children have a school reading book to take home and read with their parent/carer. This is changed once the teacher has evaluated the child's understanding of the book and not just the child's ability to simply read the words. The child also has a reading record where the parent, teacher and learning assistant comment and communicate about the child's progress when reading each book. All children have the opportunity to visit the school library every Monday, where they can choose a variety of text types to also read at home in addition to their school reading book.

Writing

Teaching writing is taught using the TAF's and the Herts for Learning planning guidelines. Children are taught each text type over a varied set of weeks, varying from 1 week to 4 weeks in length. All units have a final piece of writing that is assessed. Children know how to improve their writing through next steps that are identified in the teacher's marking. Children are taught explicitly grammar and punctuation to help improve the standard of their writing. Teachers use a working wall that incorporates the features of the text type they are learning, including VCOP (vocabulary, conjunctions, openers, punctuation).

Handwriting

Children are taught handwriting using the Cursive methods, formally starting in Reception, although children in Nursery are exposed to the Cursive method as it is used in all displays, labelling and teachers' own handwriting. Short focused handwriting sessions are timetabled either into the school day or as part of early morning work. When possible, handwriting is linked to phonics and spelling rules to encourage and improve further development of this. Children will acquire their pen licence once they are able to consistently apply the Cursive handwriting method throughout all work.

Phonics

St. Augustine's use the 'Twinkl' scheme to teach phonics. Children are taught twice daily throughout the Early Years and Key Stage One year groups, including those children who require further Phonics support within Year 3. Children are assessed to ensure rapid development in phonics and thus produce competent readers and writers.

Spelling SPAG

This is taught explicitly using the Herts for Learning planning sequence. Teachers use the end of year expectations of Spelling and Spag to ensure all curriculum requirements are met. Children work towards their end of Key Stage phase spelling lists, as well as spelling rules. Spelling and Spag is taught within the Starter of daily Literacy lessons as well as an activity used within daily Guided Reading sessions.

Speaking and Listening

Speaking and Listening is taught throughout all curriculum areas, starting from Nursery through the PSED and CL areas of learning. Children are encouraged to speak with confidence in a variety of situations and to listen to others and respond appropriately. Opportunities for leading and sharing assemblies, play productions and Masses, as well as leading school groups (Chaplaincy Team, Teaching and Learning Committee, Sports Leaders and Ambassadors, House Captains, School Council) are provided to all children from Nursery to Year 6 that enables them to develop their confidence in presenting to other children and adults.

Maths Scheme

At St. Augustine's we follow the Herts for Learning long and medium term planning using the Essential Maths planning toolkit as well as the now embedded Maths Mastery Project. Teachers use this as a basis for their teaching and adapt their planning according to the needs of their class by using the destination questions to identify if the lesson needs to be retaught or if catch up is required by a certain few pupils. Teachers produce plans to allow for the progression of skills. The breadth of the curriculum is taught with teachers focusing on the three main aims of the Maths curriculum: reasoning, justification and problem solving. All classes have a Maths working wall that enables children to interact and work more independently.

Mental Maths

Children complete a Fluent Five either as Early Morning work, during registration or at the beginning of a Maths lesson as well as an Oral and Mental starter to each Maths lesson, that involves counting skills to support mental mathematical ability. From Year 2, children have a 'Times Too' account that supports the children with their learning of times tables at home and at school. The use of Times Too is monitored by teachers and times tables are tested.

Religious Education

As a Catholic school we dedicate 10% of our Curriculum weekly to teaching Religious Education. This is supported with daily prayers in the morning, before lunch and at the end of the school day, as well as whole school assemblies, hymn practice, Key Stage assemblies, class assemblies, celebration assemblies and class Prayer and Liturgy.

Monday	Whole school assembly (led by different teachers and classes on a rota basis with the Sunday Gospel theme).
Tuesday	Key Stage assembly (led by different teachers on a rota basis with a PSHCE, Mental Health and Wellbeing and/or a British Values theme).
Wednesday	Hymn practice (led by class teachers).
Thursday	Class assembly (led by different classes as timetabled throughout the year) or class Prayer and Liturgy (focusing upon the Wondering Question from Monday's Gospel Assembly and the Wednesday Word of the week – led by the Chaplaincy Team).
Friday	Celebration assembly (led by Mrs Napier).

Liturgical colours

Every class has a reflection prayer table that is a focal point within the classroom to pray and reflect upon. These are changed regularly with each half term's topic and linked to the liturgical calendar.

Our Scheme

We follow 'Margaret Carswell's units of work in all year groups. This is separated into three sections: Nursery and Reception; Years 1, 2 and 3; Years 4, 5 and 6. Each section has assessment tasks that allow for progression to be seen in each year group. Margaret Carswell's units follow the three religious years (A, B and C), so children will not be taught the same unit of work when in any year group. Margaret Carswell's units of work are a response to the raised expectations of the Diocese of Westminster (RCDOW) and gives the children the best opportunity to achieve the levels of work that are now expected of them. See Appendix 1 for the topics that are covered.

World Religions

As part of Religious Education, awareness, understanding, respect and tolerance of other faiths, we teach a variety of religions per year (Judaism, Islam, Buddhism, Sikhism or Hinduism), within our SMSC calendar, based on a prominent feast day that is celebrated by each religion.

Relationships and Sex Education (RSE)

'Life to the Full' is the programme recommended for the teaching of Relationships and Sex Education in Primary schools.

This Programme Pathway delivers the full programme over 3 terms every year. This means that the full learning stages are run twice (e.g. the full KS1 programme is run with Year 1 and then repeated with Year 2). This is the recommended pathway.

Why repeat the programme?

- Children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding.
- The learning will be embedded as children build upon what they have previously learned – a truly spiral curriculum.
- Some sessions can be omitted one year if the school feel that children are not quite ready, or they have surpassed that stage of learning; similarly, particular focus can be given to certain topics if it is felt that is needed.

Module 1: Created and loved by God

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life cycles

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding
- Living in the Wider World

PSHCE

We cover our PSHCE through focused weeks organised in our SMSC calendar, whole school and Key Stage assemblies and in our Religious Education lessons. We cover Healthy eating and awareness, Anti-Bullying, British Values, SRE, Drug awareness, Social activities, Goal setting and Emotions in circle time.

Computing

The use of Computing is an integral part of the national curriculum and is a key skill for everyday life. At St. Augustine's we provide a progressive approach to the learning of the skills needed to enable children to use all computing technology effectively.

Teaching of Computing

In order to ensure we fully meet the requirements of the new Computing curriculum, we follow the 'Twinkl' scheme of work in all year groups, which provides all resources and plans to deliver the Computing curriculum in alignment with the 2014 National Curriculum. It supports the teaching and development of computing and builds computer science capability for current and future learning. It is designed to embrace new technologies and practices and meet the statutory changes to the national curriculum. The scheme is organised into year groups.

Physical Education

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Each class receives two hours of physical activity per week and covers the elements required by the National Curriculum. We use the 'Get Set' online scheme of work for each Key Stage.

The Curriculum

At the beginning of the year, a timetable is circulated for teachers to note their allocated hall and playground time for the teaching of P.E. Each year group (Years 1-6) also have one term timetabled with a specialist P.E. coach. Teachers follow the on-line 'Get Set 4 PE' scheme of work for Dance, Gymnastics, Games and Athletics for their year group. The planned activities are based upon the programmes of study within the framework of the National Curriculum.

Games

Children are provided with opportunities to take part in extra-curricular physical activities (football, netball, gymnastics and athletics). There are weekly practices after school or during lunch time. Netball and football teams play matches against other schools within an organised league system. Children are also able to be selected to represent the school in netball, football, cricket and rugby tournaments and the annual District sports competition.

Gymnastics

The hall is well resourced with both large and small pieces of apparatus suitable for all gymnastics activities. Apparatus is set out according to each teacher's lesson plan requirements that follow the Get Set units of work.

Dance

Dance lessons are taught following the Get Set units of work. Dance activities are supported by accompanying music played via the sound system on RM Staff Music drive.

Athletics

Children experience athletics primarily in the Summer term which is taught via the Get Set units of work. In the Summer term, children from Reception to Year 6 take part in a whole school sports day. Nursery take part in their annual summer Nursery toddle. Each year, children from Key Stage 2 are chosen to represent our school at District Sports.

Outdoor and Adventurous Activities

The use of the school grounds and class visits provide children with opportunities to experience physical and orientation activities and develop a due regard for safety outdoors. Year Six currently spend a week at PGL to enhance these activities on their residential trip.

Swimming

Year Three children are taught for one term by qualified instructors at The John Warner sports centre, who follow National Curriculum guidelines. Instructors provide reports for each child at the end of the term. Children who do not achieve the end of KS2 expected standard of swimming in Year Three will then receive booster swimming classes in Year Six.

Music

In music lessons we aim to provide a full, varied, enjoyable and challenging curriculum which will provide children with many different opportunities to gain and develop musical skills and to experience music from many different times and cultures. Teachers follow the 'Charanga' scheme of work. Children participate in Hymn practice each Wednesday. There are also extra-curricular opportunities to learn to play an instrument by a specialist music teacher in drums, trumpets, guitar and piano, as well as a school choir once a week at lunch time.

Modern Foreign Languages

At St. Augustine's children are taught Italian each Friday. A variety of teaching techniques are used to encourage the children to have an active engagement in the modern foreign language: games, role-play and songs. Lessons are entertaining and enjoyable and develop a positive attitude in the children to the learning of modern foreign languages. When possible, we also provide the extra-curricular opportunity of learning another language once a week and parents can also pay for their children to attend further Italian lessons after school on a Thursday.

Science

We follow the Twinkl Scheme of Work through Twinkl Plan It units of work. This teaches specific topics for each year group and ensures full coverage across the Science curriculum. Teachers dedicate two hours of Science each week that incorporates a balance of theory and practical science investigations. The national curriculum for Science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Other Foundation subjects

The remaining foundation subjects (History, Geography, Art and Design and Design and Technology) follow the Twinkl Scheme as a starting point. This is not used in isolation however, but alongside the expectations of the national curriculum to ensure progression of skills and coverage. Each of these four foundation subjects are covered once a term and try to involve cross-curricular learning.

Pupil Voice

We listen to our children and the importance of pupil voice is a high priority for us. We currently have several pupil voice forums: School Council, Teaching and Learning Committee, Chaplaincy Team and Sports Leaders and Ambassadors (to be appointed). We discuss our ongoing aims for each group and what the pupils see as our priorities in these areas.

Assessment

We follow the Herts for Learning assessment criteria for Reading, Writing, Maths and Science. We track our children on an on-going basis using these trackers and evidence against their criteria. These work alongside our formative and summative assessments each half term, through a combination of teacher assessment, tests and books. If support for children is needed, this is agreed and planned for during pupil progress meetings. This is achieved through targets, planning, scaffolding or other specific interventions. See our Assessment Policy for more information.

The Early Years Foundation Stage

- The curriculum taught in the Early Years meets the requirements set out in the revised Early Years Foundation Stage Framework. Curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- St. Augustine's school fully supports the principle that young children learn through a well-balanced curriculum of play, and planned structured activities.
- Teaching in the Early Years builds on the experiences of the children in their pre-school learning.
- Positive partnerships are built through visits by the Foundation Stage teacher to link nurseries and home visits allowing for smooth transitions to take place.
- During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents, carers and the Governing Body.
- All children need the support of parents, carers and teachers to make good progress in school.
- All families are kept informed of children's progress through termly progress reports, learning journals and twice yearly parent consultation evenings.

Parental Involvement

At the beginning of each term, a curriculum overview is available on our school website for parents to view. This gives them information about what their children will be learning. Parents are also expected to attend Parent Consultations twice a year, where teachers are able to give them specific information about how their children are learning and targets to work on with their children at home. If there is a concern, teachers will meet more regularly with parents. There are parent workshops organised for parents to attend in order to give them more skills and resources to help their children at home most effectively. Parents will also receive an end of academic year report that gives full details about the achievements their child has made in each subject and overall throughout the year. We also hold our annual Open Afternoon in the Summer Term.

Roles and Responsibilities

The Headteacher will ensure that all statutory 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 the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage. In addition the Headteacher will delegate responsibilities to key staff:

- Subject Leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The assessment leader ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- The SENCO is responsible in ensuring the curriculum is fully inclusive for all learners.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report and subject leader updates.

COVID

Please see our Remote Learning Education Policy for more details of how the Curriculum is covered and taught during Covid lockdown situations.

Aims

The Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.

- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support.
- Consider continued education for staff and parents (e.g. CPD, Parents Evening and Meet the Teacher).
- Support effective communication between the school and families and support attendance.

Resources to deliver the Remote Education Plan include:

- Online tools for EYFS, KS1, KS2 (Microsoft Teams) as well as for staff CPD and parents' sessions.
- Use of Recorded and Live Video for instructional videos, live lessons and assemblies.
- Phone calls home.
- Printed learning packs, where needed.
- Physical materials such as books.
- Use of BBC Bitesize, Oak Academy, Times Table Rock Stars and Hamilton Trust.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.
- Remember: there is flexibility in the time our children work, fitting in with your family's needs.

Staff can expect parents with children learning remotely to:

- Make the class teacher aware via the homework class email address (see page 6) if their child is sick or otherwise can't complete work.
- Seek help from the class teacher if they need it.
- Be respectful when making concerns known to staff.
- To contact teachers during the directed hours of 8:45am – 3:30pm

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Microsoft Teams Expectations

- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- Microsoft Teams Expectations and user agreement.
- Home School agreement