



Curriculum Policy

Introduction

At St Augustine's Academy, our Curriculum is based on the National Curriculum for Years 1 – 6 and the Early Years Statutory Framework for Early Years. Our Curriculum is designed to be broad, balanced and relevant; throughout their time at St Augustine's, our pupils are offered an extensive range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and Christian values are developed to prepare pupils for each stage of their learning journey and enable them to be successful in the community.

We believe that effective learning takes place when pupils are actively involved in their learning by having opportunities to talk both imaginatively and expressively, and to explain and clarify their thinking. In order to make learning relevant, we make meaningful connections between subjects.

At St Augustine's Academy, we expect everyone to develop and show a sense of responsibility and self-discipline whether at work, at play, alone or together, and to ensure equality of opportunity for all. We actively promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

Aims

The aim of St. Augustine's Curriculum is to:

- Ensure that every child enjoys school and has an eagerness and infectious enthusiasm for learning
- Enable every child to achieve their full learning potential and aspire them to work towards fulfilling their dreams, goals and passions
- Ensure that all children, regardless of their age, ability, gender, ethnicity, culture or special educational or physical needs, have access to a broad and balanced curriculum which enables them to learn effectively
- Encourage an active and healthy lifestyle where pupils learn how to keep safe
- Develop the skills of independence, resilience, perseverance and self-discipline
- Develop the skills essential for life in 21st century modern Britain, including critical thinking and problem solving
- Provide access to a wide range of learning resources and experiences in a creative and stimulating learning environment
- Engage parents, carers and the whole school community in enhancing children's learning experiences

- Develop staff that are “lifelong learners”, committed to an ongoing development of their own knowledge and skills in order to optimise pupils’ learning experiences

Curriculum Leadership

The Deputy Headteacher is the academy’s Curriculum leader and is supported by Subject leaders in some areas of the Curriculum. All teachers have responsibility for the leadership and delivery of the Curriculum within their own classroom setting.

Curriculum Structure

At St Augustine’s Academy, our Curriculum has over-arching, topic-based themes which help to forge links between subjects, however, subjects such as Science and Geography are often taught discreetly to ensure that all necessary Curriculum content is covered. Our Whole School Curriculum Map, details the curriculum theme and content for each subject and year group from Year 1 to Year 6. Themes generally change on a termly basis.

A range of detailed, purchased and bespoke, schemes of work are in place for all subjects and year groups.

Communicating our Curriculum

Details of St. Augustine’s Curriculum can be found in the Teaching and Learning section of our school website. Parents and carers are informed, through termly Curriculum Overviews, of what their children will be learning at school and given ideas and suggestions for extending learning at home.

Throughout the year, workshops are held for parents and carers covering a range of Curriculum areas such as Phonics, Reading, Grammar and Punctuation, and Maths. Through these, they have the opportunity to update their own knowledge in order to support their children’s learning at home more effectively.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

We also include Music and Computing in our curriculum and devote specific time to these. Free Flow Child Initiated Learning is an important part of the weekly timetable.

As with Years 1 to 6, over-arching themes are used to teach Curriculum content and parents and carers are informed of what their children are learning at school through the issue of Curriculum Overviews on a termly basis.

English

English lessons at St Augustine's develop pupils' Spoken Language, Reading and Writing skills, and is taught both discreetly and through cross-curricular links. Our pupils are encouraged to speak clearly, to convey their ideas fluently and confidently and to ask questions; their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Read, Write, Inc. is the Phonics programme used to deliver phonics teaching in EYFS and Key Stage One; it is also used to deliver focused support to Key Stage 2 pupils.

Children are heard read on a daily basis in school through a mixture of whole class, group and individual opportunities. Guided reading sessions cover both fiction and non-fiction books and aim to develop children's comprehension skills. A Reading Guide for Parents is available on the school website for parents to utilise. Regular reading at home is an expectation for all pupils.

From Reception, we develop writing skills so that our pupils have the stamina and ability to write. This begins with mark-making and learning to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. Throughout their time at St Augustine's, we provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be shared with others. Handwriting sessions are also delivered to ensure that pupils develop a fluent, joined handwriting style. The Hamilton English scheme of work forms the basis for much of our English teaching and learning although it is supplemented with a wide range of additional resources.

National Curriculum English Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Mathematics

Mathematical skills are taught daily at St. Augustine's in both discreet and cross-curricular ways to develop pupils' mathematical fluency. Our pupils are taught to understand the importance of Maths, and are encouraged to be confident in applying the four rules of number; they apply the skills that they learn to increasingly complex problem solving activities. In Years 1 – 6, Assertive Mentoring Maths Weekly Skills

and gap-filling lessons are implemented to focus teaching and learning. The Flurrish Times Tables and Number Bonds App is used on a daily basis to develop retention and quick recall. In Reception, pupils work on number, place and value, learn how to apply basic addition and subtraction, take measurements and recognise basic shapes and their properties.

National Curriculum Mathematics Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Science

Science is taught discreetly at St Augustine's Academy but is linked to our Topic work where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. The learning journey begins in Reception where we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. As children move through the school, they expand their scientific vocabulary, develop their knowledge and understanding and carry out simple tests and experiments. They learn to use equipment safely and sensibly and to gather and record data. The Science schemes of work that we follow are bespoke to our Curriculum.

National Curriculum Science Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Art and Design

Art has a very important place in our curriculum and is woven into our termly themes. We see art as a vehicle for creativity and individual expression and it also provides opportunities for collaborative work. Art is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching and learning provide opportunities for pupils to experience the diversity of Art media and techniques including: drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to the Great Masters and a wide variety of other artists and their styles. The Art schemes of work that we follow are bespoke to our Curriculum.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

Computing

At St Augustine's, we have discreet timetable time for the development of Computing skills but our approach is to also integrate Computing into all lessons: the use of laptops and other hardware such as cameras, are considered to be important tools for learning and for communicating information. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. Children develop their skills, starting in Reception with mouse control, keyboard

skills, saving and printing work. They draw pictures, write and use the internet to carry out research and then progress to more complex skills such as data analysis and coding. E-Safety is an important and essential element of our Computing Curriculum; pupils learn to use technology safely and to identify where to go for help and support when they have concerns. As a school, we follow the Scholastic Computing Scheme of Work.

National Curriculum Computing Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf

Design and Technology

Design and technology lessons encourage the designing, making and evaluating of products to solve real life and relevant problems. Our pupils acquire technical knowledge such as learning to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Cooking and nutrition lessons form part of our Design and Technology Curriculum; pupils learn to prepare and follow simple recipes, learn the value of healthy eating and develop an understanding of where our food comes from and how it is grown. The Design and Technology schemes of work that we follow are bespoke to our Curriculum.

National Curriculum Design and Technology Programmes of Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Geography

In geography, our Curriculum focuses on the teaching and learning of locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Geography lessons are often taught discreetly to allow subject specific learning to take place however links to other subject areas are utilised wherever possible. The Geography schemes of work that we follow are bespoke to our Curriculum.

Geography Programmes of Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

History

In History, pupils develop a chronologically secure knowledge and understanding of British, local and world history. Pupils learn about significant historical events within and beyond living memory, the lives of significant individuals and significant historical events, people and places in their own locality. They learn about Stone Age to Iron Age Britain, the Roman Empire and its impact on Britain, Anglo-Saxons, Scots and Vikings. Much of our History Curriculum forms the basis for our over-arching themes and have strong cross-curricular links; this means that children have the opportunity

to be become fully immersed in the subject. An example of this is learning about Mayans in Year 4; this includes learning about weaving in Art and South American countries in Geography. The History schemes of work that we follow are bespoke to our Curriculum.

History Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Modern Foreign Languages

From Year 1 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as Simple Simon Says and What's in the bag? will be regularly used. We have discreet lessons on the timetable but also integrate the foreign language into the everyday routine.

National Curriculum Language Programmes of Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

Music

In their music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Collective Worship also provides an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. Music lessons are linked to the Inspiring Music, Charanga scheme of work, championed by Central Bedfordshire.

National Curriculum Music Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

Physical Education (PE)

Physical activity takes place every day at St Augustine's and PE lessons take place twice weekly. One lesson per week is led by a PE specialist teacher. Our school benefits from extensive playground and playing field facilities which allows for our PE to take place on site. PE lessons focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member.

Indoor PE is held in our hall space and includes music and movement, dance and gym and apparatus work. Swimming is introduced to the timetable in Key Stage 2. We ensure wider participation in the community through involvement in interschool sports tournaments. At St Augustine's Academy we follow the Complete PE Scheme of Work

PE Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

PSHCE

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends e.g. Talking Ted. Pupils learn about similarities and differences between people and cultures. All pupils are taught about bullying and how to keep themselves safe and healthy.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

At St Augustine's Academy, we follow the Agreed Syllabus for Religious Education (SACRE) produced by Central Bedfordshire. Religious Education (RE) is taught to all children except those who are withdrawn from the subject by their parents. RE lessons promote the spiritual, moral, social and cultural development of our pupils. They reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Lessons enable pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals; pupils also develop their own beliefs and values. Pupils at St Augustine's are not steered towards a particular religious belief; they will also learn that some people have no attachment to a particular religious beliefs and follow secular philosophies.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-englishschools-non-statutory-guidance-2010>

SELF

The school runs a programme called 'SELF' which had its foundation in Lesson Study research. 'SELF' develops pupils' independence and resilience and promotes pupils' self-esteem, self-control, self-awareness, self-motivation and self-sufficiency. The SELF schemes of work were written by the Headteacher and are used in 3 schools locally.

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. An enrichment programme draws upon a wide range of skills and opportunities and is offered through school trips, visiting specialists and themed days.

Extra-curricular activities

A range of age appropriate clubs are offered for Key Stage 1 and 2 pupils; these include clubs for Sports and Music. Junior Wardens, which was established by Dunstable Town council, is a club which aims to promote citizenship, pride of place and personal safety and runs weekly.

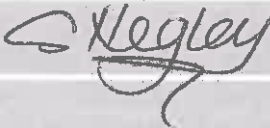
Breakfast Club

We provide an 'extended day' for working parents and carers from 7.45am. Breakfast care allows parents to drop children off early. The pupils are provided with a healthy and nourishing breakfast.

Monitoring and Evaluation

The Curriculum is monitored to ensure that it remains broad, balanced and relevant to our pupils. Leaders monitor the effectiveness of the curriculum from analysis of pupil performance data and from surveys and feedback from members of the whole school community

Action points are then agreed and discussed with staff.

Approved by:	[Name]		Date: [Date]	14/11/17
Last reviewed on:	[Date]			
Next review due by:	[Date]			