Kent Catholic Schools' Partnership

'Academies in Christ'
Part of the Archdiocese of Southwark

St. Augustine's Catholic Primary School

Believe. Belong. Be Brilliant.

Curriculum Policy

Date of last review:	September 2026	Date of next review:	September 2027
Author:	Sarah Thompson	Owner:	St Augustine's
Type of policy:	School level policy	Approval:	Governance Committee

KCSP Statement of Curriculum Intent

I have come so that they have life and have it to the full.
John 10:10

Inspired by Jesus' Christ's example and the Gospel Values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows constantly in confidence, and has the knowledge, skills and self-esteem to achieve their true potential.
All children will access a rich, ambitious, challenging curriculum; one that is broad balanced and relevant, fostering curiosity, creativity and a life-long love of learning. It will prepare them well for each stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

Mission Statement

We believe Jesus is at the centre of all we do, say and think as together we pray and worship together.

We are confident, resilient learners who always try our best.

We treat all members of our school community with respect, love and care.

We can learn independently and as part of a team to prepare ourselves for a lifelong love of learning.

We know each of us is uniquely special and all of us are encouraged to use our God-given gifts.

We are open-minded; prepared to take risks with our learning and take on challenges.

We share a happy, safe and healthy environment where all are nurtured and cared for

Rationale

Our curriculum begins in the Early Years and continues through to Year 6. Preparing our children for the wider world and a lifelong love of learning. In Key Stage One, to avoid repetition, and to ensure appropriate progression, the foundation subjects are taught over a 2-year cycle. In Key Stage Two, we teach in single year groups for all subjects.

The curriculum includes all the planned activities that promote learning and personal growth and development. It includes the requirements of the National Curriculum, but extends more broadly to include the 'hidden curriculum', or what children learn from the culture and ethos of our school – the way they are treated and expected to behave. We provide opportunities for children to voice their ideas and explore their own interests through taking responsibilities, involvement in wider aspect of school life as well as in making decisions about their learning in the classroom.

The purpose of our curriculum is to ensure a well-rounded education, one which ensures that children gain knowledge, understand the purpose of their learning, why it is relevant and how it may be useful to them. This understanding transforms the 'doing' or completion of tasks as isolated activities, which are quickly forgotten, in to learning which connects thinking and ideas, which becomes deeper and which is useful to the child now and for building future learning. Our curriculum is designed to enable children to see the purpose of their learning as it is set in a genuine context; they know the relevance of what they are learning and why it is important.

Aims

- Provide education experiences, which stimulate development in the Early Years, Key Stage 1 and 2 National Curriculum so that every child has the opportunity to develop:
  - Socially, emotionally, intellectually, physically, spiritually, morally, culturally
  - Positive attitudes, healthy relationships and essential life and work skills.
  - The ability to make informed choices, gaining experiences and developing a sense of responsibility for their future.
- Teach knowledge which enables children to make sense of and improve the world, growing as useful citizens who understand one another.
- Aid children to develop and extend their potential through teaching and reinforcing the key skills of the National Curriculum: communication; application of number; use of information technology; working with others; improving own learning and performance; independent thinking.
- Set challenging expectations for standards and achievement which enhance aspiration and lead to high standards of attainment
- To identify learning by subject so that integrity of subjects is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.
- Present learning in ways which enable children to connect what is being taught today with what they have learned before and what they will know, understand or be able to do, thus providing a platform for thinking about and making sense of curriculum learning in the context of the bigger picture.
- Acknowledge, challenge and work to overcome disadvantage and discrimination in all forms, making learning accessible for all children, including those with additional educational needs.
- Provide a rich education that serves children well beyond their primary school experience, so that they are equipped to be successful in the next stage of their education and on in to

later life.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.

Coherence
Our curriculum is designed with understanding that coherence is achieved when content, pedagogy, assessment, drivers and incentives are all aligned to reinforce each other.

Cognitive Research

In line with evidence-based research, our curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have designed our curriculum using cognitive research to ensure continued best practice. Our subject progression grids ensure the expectation of the knowledge and vocabulary to be learned over the course of study is clear and progressive. We also revisit and reinforce key knowledge, vocabulary, prior learning, skills and concepts to ensure children are secure in their understanding. We place emphasis on children being able to recall knowledge and we aim to build rich webs of knowledge as they progress through the curriculum. Then they are able to make connections as they move through the school. [See Teaching and Learning Policy for further details]

Curriculum Breadth
Our curriculum provides breadth of learning because it includes opportunities to do the same things in a range of different ways and enables links to be made between taught concepts within the key stage and with later learning. We provide children with a rich curriculum with many different experiences. It is customised to capitalise upon the experiences and backgrounds of pupils as well as give them relevant new experiences which they may lack.

Curriculum Balance
It is our belief that every child should recognise that they are valued; they should experience the feelings of success in a wide range of curriculum areas. We have designed, organised and planned our curriculum so that every child receives an appropriate balance of academic, creative, physical and personal development. This means that in practice our curriculum is underpinned by basic skills whilst placing importance on both core and foundation subjects.

We work intentionally to develop our children's personal skills and qualities as well as their academic skills striving to meet their social, emotional and physical development needs. We recognise that children will not be successful learners unless they have a strong sense of well-being.

Our balanced approach to the curriculum is not at the expense of high standards in subject areas. High expectations and academic support guides children towards challenging targets. The aim is that children reach or exceed national expectations, making very positive progress from their starting points.

Curriculum Depth
Our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth in their learning. They demonstrate this by being able to use what they know and successfully apply their skills and understanding in all areas of the curriculum

Our curriculum design and planning means that we build in opportunities for repetition and practice for essential knowledge, skills and understanding in each subject. This ensures that children revisit previous learning allowing them to deepen their understanding of the skills and processes by applying them in different contexts. In this way children become 'experts' in applying their knowledge and skills. Children should show their ability to think and apply their understanding at a deeper level with little effort.

Curriculum Design - Implementation of Policy

In EYFS, themes are taught annually which support development within the 7 areas of learning related to the prime and specific areas. Children are assessed against these areas during their time in this stage and at the end of Foundation Stage using the Early Learning Goals. Further information can be found in our Early Years Policy.

Curriculum design for KS1 and KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Curriculum maps showing curriculum coverage and structure for each year group can be found on the class pages on the school website and curriculum area.

At St Augustine's, we seek to make the learning more meaningful for the pupils. This is achieved in a number of ways, including:

- Making purposeful links across subjects through the use of topic work.
- Identifying areas of interest to capture pupils' curiosity.
- Using a range of teaching styles to encompass the different learners within the classroom.
- Planning themed weeks to encourage creativity and innovation.
- Incorporating local and national initiatives.
- Working with other schools and the local community.

We follow Kapow and Grammarsaurus schemes for all subjects, except English, Maths, Science and RE. Our English and Science schemes are bespoke to our school, based on the National Curriculum, for RE we follow the Catholic Scheme 'Come and See' and for Maths we follow White Rose, but support this with Mastery teaching. In RSE we follow the Catholic program of study Life to the full. All lessons in all areas of learning are adapted to meet the needs of our learners.

Memorable Experience

To engage and develop children's deeper learning, the curriculum has meaning and purpose, because it is set in contexts of relevance to children. Making the curriculum memorable includes using stimuli such as visits, visitors, exciting artefacts, books, video, plays etc. which act as a 'hook' to learning, stimulating children's curiosity and preparing them for a new theme.

Teaching and Learning

Lessons generally begin with whole class teaching which involves teachers using open ended probing questions, visual stimuli and strategies such as learning partners to stimulate learning. This is followed by a period of learning during which children may work independently, in pairs or as groups. A plenary may be used at any point during the session to extend or review learning.

A variety of learning opportunities are provided through approaches such as:

- Setting common, open ended tasks to elicit a variety and depth of response.
- Grouping children by ability in the room and setting tasks of increasing difficulty, scaffolding where appropriate.
- Providing practical opportunities to develop learning through a kinaesthetic approach.
- Using visual stimuli and artefacts to promote interest.
- Using adults to support the work of individual children or groups of children.
- Using trips and visitors to further understanding.
- Group work to enable collaboration and develop thinking skills.

Planning

Underpinning high quality teaching and learning is effective and responsive planning. It is the responsibility of everyone to plan, evaluate and monitor regularly. Teachers need to design stimulating learning experiences and opportunities as part of a sequence of lessons. We value the creativity of teachers and the importance of collaborative team planning. Planning provides the structure for children's learning whether this takes place through a topic or in different subjects.

Subject	Resource	Planning
Writing	School Writing Scheme	Long term overview Medium term overview Weekly planning: PowerPoint Slides
Reading	Unlocking letters and Sounds	Long term overviews
Phonics	Unlocking Letters and Sounds	Daily sequenced phonics lessons
Maths	White Rose Maths Maths Mastery NCTEM Nrich Classroom Secrets	Long term overview Medium term planning Weekly planning: PowerPoint Slides
Science	Bespoke School Scheme Hamilton Trust Explorify	Long term overview Medium term planning
RE	Come and See	Medium term planning Adaptations of lesson plans
PE	PE Passport	Medium tern planning Adaptations of lesson plans
Geography	Grammarsaurus	Medium tern planning Adaptations of lesson plans
History	Grammarsaurus	
Art and Design	Grammarsaurus	
Design and Technology	Kapow	
Computing	Teach Computing	
Music	Kapow	

PSHCE	Ten Ten PolEd	
MFL - French	Grammarsaurus	

Long Term Planning

The main content, objectives and outcomes for each theme are identified on a long-term planning map which identifies overall provision for each subject across each year. As children begin a unit they need to know how it fits in to the wider whole so that they can see, appreciate and learn the particular skill/knowledge by locating it in the general. Information is shared with parents on the year group pages of the website so that parents can become more involved in their children's learning and are able to follow home learning suggestions and support their children at home.

The maps identify:

- The core theme which is used as the basis for cross-curriculum learning.
- The 'hook' to inspire the term's learning.
- The main subject areas to be covered in relation to theme.
- Key knowledge and skills to be taught during the unit of work.

Medium Term Plans

Our teachers compile medium term plans to give guidance on the objectives and teaching strategies that we use when teaching each area.

Teachers identify units of work to be covered in English and Maths and plan their time allocation and sequence of learning.

For Foundation Subjects, teachers identify a sequence of lesson objectives to be covered. Teachers are encouraged to be flexible, and may choose to stagger or block lessons as they feel is most appropriate to the needs and interests of their class.

Short Term Planning

At St Augustine's, weekly planning documents are produced for English and Mathematics via PowerPoint slides. Some Foundation subjects are also planned in this manner or using and adapting the subject specific scheme of work and will, if appropriate be adapted onto a slideshow for teaching from.

The weekly planning includes:

- Specific learning goals (GK's – Growing Knowledge) clearly showing progression in learning and skills across the week or unit of work.
- Core learning goal, key skills areas and success criteria.
- Outline teaching input.
- Adaptive teaching methods
- Assessment opportunities – Questioning

Teaching is adapted within the lesson or in subsequent lessons taking assessments into account so that gaps and misconceptions are addressed or time is not wasted on things that children already know, understand or can do.

Progression and Continuity in the Curriculum

At St Augustine's we ensure progression and continuity in the curriculum by:

- Use of planning documentation.
- Dividing and organising National Curriculum Programmes of Study.
- Subject leader overview of whole school planning for their subject.
- Regular discussion to review planning and reflect on the impact of teaching pupil outcomes and standards of attainment.
- Making effective use of formative assessment strategies
- Moderation of standards achieved in Key Stages, whole school and hub moderation opportunities
- Shared approaches to planning to avoid duplication and to support management of workload

Measuring Success – Impact

The measure of curriculum success in any subject, is whether the children really know the key aspects of what they have learned so that they are able to produce something worthwhile as a result of acquiring that knowledge. Across our curriculum, teachers plan opportunities each lesson for children to draw on their previous learning and apply this to solve problems in a real-life context. We call this 'Sticky Learning'. Impact can further be identified where children draw upon previously acquired knowledge when they build upon, broaden or apply their learning in later units of work. Each subject lead is responsible for moderating and monitoring that each unit of work provides this opportunity through appropriate challenge and progression.

Assessment and Target Setting

For further information see also: Learning and Feedback Policy and Teaching and Learning Policy.

Summative data is recorded at three points in the school year and this is recorded on FFT. We also complete formal Pupil Progress reports, three times a year, that focus on every area of our school curriculum including well-being and involvement. Each Class Teacher then has a formal meeting with the SLT to review the progress the children are making each term. This reports is then shared with all subject leaders to review. All subject leaders are also able to track the curriculum data on FFT.

Parents receive one written report of pupil progress and have three opportunities to meet with the class teacher formally, although we operate an 'open door' policy. Parents also receive an 'Attainment and Progression' slip for core subjects each term.

- Summative data enables the review of progress and attainment for different pupil groups, such as those with SEND or those vulnerable to under achievement. This enables us to identify where support has been successful and where further support may be required.

- We follow the principles of self and peer assessment to promote independence, deeper engagement in learning and to encourage children to identify where they can make further improvements.
- Whole school targets are tailored for each class focusing on the school's priorities of Reading, Writing and Maths. These are reviewed each term, in line with subject leader monitoring.
- End of year expectations are shared with parents and these booklets can also be found on our school website.
- All pupils are guided to their 'next learning steps' through teacher feedback and marking.
- The Governing Body receives regular reports on pupil attainment, scrutinises the work of the school compared to the national picture and similar schools and pupils' prior attainment. Throughout the year subject leaders report back to the Governing Body and Executive Governing Body, by presenting during meetings and providing written reports.

Subject Specific Policies
At St. Augustine's some subjects have a specific policy to support the curriculum area such as RE and Science. All subjects have their vision shared under the curriculum subject area on our school website. These subject areas are updated frequently with current enrichment activities.

Home Learning
We believe that homework should set to embed and support what is being taught in school. Pupils are set targets for reading frequency at home, with a minimum expectation of reading three times per week. Number bonds, number fluency and multiplication times tables are set to be learned each week, according to age and ability. Spelling lists are set for each child each week from Year 2 to Year 6, these link directly with the National Curriculum High Frequency words for each age group.

Inclusion and Diversity
We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children. We have a commitment to meeting the needs of all children, including those with a high level of ability in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. More Able children are recognised as having particular learning needs and the curriculum is extended through learning challenges to ensure that positive learning and progress is sustained.

Monitoring and Review
The Curriculum Team of the Governing Body keep an overview of curriculum development and monitor aspects of curriculum provision according to current identified priorities. Governors liaise with relevant subject leaders during the course of governor visits and monitor the school approach to curriculum development and implementation as well as overall outcomes.

School leaders and governors monitor and compare our school's national tests results against national and local benchmarks to support improvement planning. We scrutinise attainment across the school and consider the full range of vulnerable groups to identify what aspects of our work are

having a positive impact and where we need to make improvements and address any imbalance in outcomes.