

St. Augustine's Catholic Primary Curriculum Statement

Intent

Our curriculum is designed to equip our pupils with the knowledge, skills and wisdom they need to make a positive contribution to the world in which they live. The curriculum is closely designed around our school mission, vision and values statements and makes explicit links to the UN Convention on the Rights of the Child. It also incorporates Global Goals so that our children can make direct links between aspects of their study and how they can relate to promoting the 17 global goals for a better world by 2030.

Our curriculum is designed to be creative, inspiring and challenging. We want our children to be active, independent and resilient learners. Encompassed within our curriculum is the need for pupils to be exposed to a range of topics and experiences that broadens their understanding of the world beyond their immediate surroundings. Our commitment to a Learning Outside the Classroom (LOtC) approach equips them with the necessary skills to be successful, confident, life-long learners who reach their full potential.

Following a curriculum self-evaluation exercise in Spring 2019, teachers noted that the most successful learners in their class were resilient and independent learners who were keen to lead their own learning. As a result, we have designed a knowledge rich, question based curriculum where children acquire a depth of knowledge in all areas of the curriculum developing enquiry skills based on hypothesis, reasoning, research and draw conclusions where possible. We have a cross-curricular topic approach and, alongside this, we build in enriching topic weeks which immerse the children in a variety of relevant themes and skills. A curriculum that is literacy rich and language rich is must for our school if we are to open doors for the children's futures. We, therefore, place a high focus on developing the children's vocabulary and spoken skills and use quality texts to do this. Reading is at the heart of our school and central to the children's learning.

As a Catholic School, we strive to ensure that the children receive an enriching curriculum which nurtures every child's unique gifts and talents given to them by God.

Implementation

Big Question – Each topic begins with a question for children to explore using a range of skills and apply the knowledge they have gained to provide answers and formulate conclusions.

Memorable experience / LOtC - A 'wow' experience is expected within each topic to hook the children in and make their experiences memorable. This may include educational visits off site or a memorable experience on the school grounds.

Links to Rights Articles & Global Goals – All aspects of the curriculum will make links to Articles from the UN Convention on the Rights of the Child and Global Goals statements. This is to provide opportunities for our children to understand their role as global citizens.

Driver Subject & Key Skills – In each cross curricular topic a foundation subject will feature more heavily and this is known as the Driver Subject. Within this, key skills for the subjects will be taught and a range of learning opportunities provided for children to apply these skills.

Standalone – Some Foundation subjects are primarily standalone for example PE, MFL and Music although links are still sought whenever appropriate. Our approach to the Foundation Subjects is cross curricular and we seek opportunities to make authentic links with the core subjects whenever possible.

Topic Weeks - Whole school topic weeks take place throughout the year. These are determined by the school needs or relevant, upcoming themes.

RE - As a Catholic school, the RE curriculum is central to the whole school curriculum and underpins all teaching. It is a core subject and we follow the 'Come and See' scheme of work with timetabled collective worship and RE lessons.

National Curriculum – Through expert understanding of the statutory requirements we have created a curriculum that builds high level knowledge, skills and understanding for ALL pupils. It is broad, balanced and promotes depth of study.

Literacy Links- Reading and Writing are a feature of all Foundations subjects. Links between reading and writing and the Foundation subjects are encouraged.

Communication and Language - Developing communication and oral skills is a feature of all Foundation subjects. Extending vocabulary and ensuring subject specific vocabulary is taught and is a feature of planning and display.

Home School Links - Children are encouraged to research questions at home and to create and design a range of craft work related to their class topic.

Assessment – Through the teaching of key knowledge and skills, teachers are able to assess pupil outcomes against the relevant Key Skills. Both summative and formative assessment approaches are used.

Quality of Leadership – A team approach to Foundation Subject leadership is encouraged with all teachers contributing. All teachers have a curriculum subject to lead.

Monitoring Cycle – A cycle of monitoring takes place which include lesson observations, book scrutiny, learning walks and pupil consultations across subjects.

Daily SMART tasks – Daily 'Smart Minds Active Recall Time' activities to embed / reinforce knowledge and concepts.

Impact

Pupils have a wealth of skills and firmly embedded knowledge to equip them for the next phase in their education and for later life.

Pupils have high aspirations and are resilient and independent learners.

Pupils relate their knowledge and understanding to current issues and understand the positive contribution they can make to the world.