



St Augustine's PRIORY

2A - Curriculum Policy

Mission Statement

We are an all-through, inclusive Catholic girls' school, with boys in the nursery, committed to preparing girls for life long effectiveness and success. As part of their journey girls will learn of intellectual risk taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well -being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

This policy applies to all pupils in the school including EYFS.

Aims

1. To provide all pupils with the best possible opportunity to succeed academically;
2. To ensure that the school meets the requirements of the Independent Schools Standards Regulations in all matters regarding the curriculum;
3. To ensure that the school has appropriate written documentation as supporting evidence to the fulfilment of the regulations as stated at 2 above;
4. To ensure that the school meets the requirements of the Archdiocese of Westminster with regard to the teaching of Religious Education in the Catholic tradition.

Equality Statement

At St Augustine's Priory we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life.

Responsibilities

The Headteacher will:

- Oversee the drafting and updating of the Curriculum Policy.

- In conjunction with the Head of Prep and Pre-Preps, Deputy Head Juniors and Faculty Leaders, review and develop the curriculum appropriately to meet the needs of pupils in the school.

The Deputy Head Seniors and the RE Co-ordinator for the Junior School will:

- Ensure that the Diocesan requirements are met and report directly to the Headteacher on all such matters.
- In the Senior School, develop interfaith dialogue through membership of the Three Faiths Forum.

Heads of Department and Junior School subject co-ordinators will:

- Ensure that their departments comply with the terms of this policy and report any lapses to the Headteacher;
- maintain professional dialogue across the phases of the school
- Ensure there are written plans and Schemes of Work in place to cover all teaching in the school and that these make provision for the ages, aptitudes and needs of all pupils, including those with an EHC plan.
- Ensure these plans and schemes do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

All Teaching Staff and Teaching will:

- Comply with the terms of the Curriculum Policy;
- Work actively to ensure the curriculum meets the needs of their pupils.

Procedures

In accordance with the Independent Schools Standards Regulations, we provide:

- A) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.**

Evidence base :

Our website, departmental handbooks, (see (b) below), EYFS policies (see Website), lesson observations and work scrutinies.

- B) that pupils acquire speaking, listening, literacy and numeracy skills.**

Evidence base :

Work and planning scrutinies, lesson observations and other review mechanisms including feedback from parents ensure the place of these skills across the curriculum

- C) where the principal language of instruction is a language other than English, lessons in**

written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country

- D) personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.**

Evidence base:

The school's policy and scheme of work for PSHEE is published on the school website. This shows how the school actively promotes spiritual, moral and cultural development.

- E) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential**

Evidence base:

The school's mission is built on preparation for the future and throughout the school an age appropriate programme is provided.

The school provides formal careers guidance from Form III onwards as part of its Pathways Programme for example. In Upper IV, guidance is targeted at assisting pupils with GCSE option choices. This includes Upper IV Careers Day, the use of interactive on-line programmes as well as an individualised careers interview with a member of the teaching staff.

In Lower V all pupils are registered with Futurewise in partnership with ISCO, and from this point receive tailored careers guidance to the age of 23 including a psychometric profile to determine skill-sets and assist future choices.

In Upper V the focus is on A Level choices and pupils are offered a number of opportunities including Sixth Form Taster Day, a personalised careers interview with Futurewise and a member of the Senior Team and a major Careers Evening.

- F) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.**

Evidence base:

EYFS

In the EYFS at Saint Augustine's Priory we follow the EYFS Learning and Development requirements. Our curriculum is structured around the seven areas of learning and development - three Prime Areas - Communication and Language, Physical Development and Personal, Social and Emotional Development - and four Specific Areas- Literacy, Mathematics, Understanding the World and Expressive Arts and

Design. We work towards the Early Learning Goals which summarise the knowledge, skills and understanding that all children are expected to achieve by the end of the Prep One year. More detailed information about the EYFS Curriculum can be found in our EYFS Policy.

The majority of children are expected to reach 'a good level of development' at the end of Prep I which would include attaining the ELG in all three Prime Areas and for the Specific Areas of Literacy and Mathematics.

G) a programme of activities which is appropriate to the needs of pupils above compulsory school age.

Evidence base:

Students are offered a range of over 20 subjects up to Advanced Level. In addition the school runs a programme of enrichment activities focussing on areas such as leadership and charity work. PE and General RE are timetabled.

H) for all pupils to have the opportunity to learn and make progress.

Evidence base:

The school offers an inclusive education in line with its mission statement. An equalities statement is included as a part of most school policies.

Departmental Handbooks and associated schemes of work indicate how the work will be differentiated and what the pupil outcomes will be. Provision is made in lessons for a range of abilities, including extension tasks and support for children with S.E.N.D. and EAL.

Teachers use a range of teaching styles and strategies, including formative assessment, to accommodate different styles of learning. Target setting and other strategies including mentors and personalised support programmes for girls of all abilities are in place.

The core curriculum is open to every child and there is extension opportunity and learning support as required. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning.

Children's progress in R.S. is levelled in line with Diocesan requirements.

Formal / summative assessments take place throughout the year in all subjects. Reports are sent home to the parents at least twice yearly. There are two Parents' Meetings each academic year. In the Preps and Pre Preps there are termly Parents' Evenings where personalised learning and development targets are set and shared with parents for every child. A detailed end of year report informs parents, of children's' progress and achievements.

I) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Evidence base:

The school publishes information booklets for parents of pupils in each year group which address the school's mission statement which gives primacy to such preparation. In addition there is a varied programme of visiting speakers, educational visits, charity collections and fund-raising as well as advice about future directions, careers input etc. Please see Scheme of Work for PSHEE and PSED. The School Council embeds awareness of democratic processes. Individual guidance enables girls to explore sophisticated responses to this area – reflecting on learning, developing emotional intelligence and awareness of leadership and learning styles.

Monitoring

- The curriculum will be reviewed annually as part of the schools' cycle of review and evaluation.
- The Governing Body will receive a termly report on the curriculum from the Headteacher.

A schedule of CAT and other benchmarking tests is used to enable target setting, measurement of outcomes and overall tracking. It also informs evaluation process of final outcomes for pupils in public exam performance. Our reporting schedule shows the overview of how assessments, reports, parents evenings, girls self-assessments and staff reviews of outcomes are planned throughout the year to maximise opportunities for intervention and challenge where required.

Related Policies and Documents:

- SEND Policy (including statements and EAL)
- PSHEE Policy and Scheme of Work for PSHEE
- Supervision of pupils
- Complaints Policy
- EYFS Policy
- School Development Plan;
- Policy on Continuing Professional Development;
- Departmental Handbooks;
- Subject Policies.

Record of updates and amendments	Date
Last Reviewed	May 2017
Updated	May 2017 – MHC
Next Review due	September 2018