



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.

Vision

Our vision is to ensure that girls leave St Augustine's equipped with the full range of skills required for life-long success as a woman.

Values – our values and why they are central to our vision and mission

A love of learning

Academic excellence: we value academic excellence and see it as preparation for life-long learning. We treasure intellect, quality of thought, and we know how girls learn best. We inspire our girls so that they see the rewards of intellectual curiosity and discovery. We want each girl to achieve her potential and more.

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

Aims

1. In lines with our ambitious Mission Statement, Vision and Values we aim to provide a rich, relevant and dynamic curriculum which engages all pupils and ensures excellent progress.
2. To provide all pupils with the best possible opportunity to succeed academically;
3. To ensure that the school meets the requirements of the Independent Schools Standards Regulations in all matters regarding the curriculum;
4. To ensure that the school has appropriate written documentation as supporting evidence to the fulfilment of the regulations as stated at 2 above;
5. 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 Deputy Head – Seniors (Academic), review and develop the curriculum appropriately to meet the needs of pupils in the school.

The Head of RE and Juniors Subject Leaders for the Juniors and Preps and Pre-Preps will:

- Ensure that the Diocesan requirements are met and report directly to the Headteacher on all such matters.
- In the Seniors, develop interfaith dialogue through membership of the Faith and Belief Forum.

Heads of Department and Juniors Subject Leaders will:

- Ensure that their departments comply with the terms of this policy and report any lapses to their Line Manager;
- 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 PSHE. 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 Industry Day, detailed guidance during Upper IV Option Evening, as well as an individualised careers interview with a member of the teaching staff.

In Lower V all pupils are offered the opportunity to register with the Morrisby Organisation, and from this point have access to 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 Priory 6 Taster Day, a personalised careers interview with Morrisby and a detailed discussion with a member of the Senior Team. Upper V are encouraged to organise work experience placements in the Summer Term after their exams which range across a wide variety of career experiences. CV and Covering Letter preparation is incorporated into PSHE lessons.



Careers' Talks are run every two weeks which are open to Upper V as well as Priory 6. These are opened out to all year groups (including Upper II) where appropriate. Careers' Drop-ins are held during major decision points of the year for older age groups. A major Careers' Evening is held every two years, open to all students from Upper IV to Upper VI.

Our Pathways programme shows in detail how we fulfil this as a key part of our Mission Statement.

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:

In the EYFS at St 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 I year. We expect that the majority of children will achieve a 'Good Level of Development' by the end of Prep I - attaining the Early Learning Goals for the Prime Areas of Learning and Development and also for Literacy and Mathematics.

More detailed information about the EYFS Curriculum can be found in our EYFS Policy.

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 SEND 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 tracked 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.

AG&T provision is made separate to extension tasks in the Juniors and Seniors.

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

Evidence base:

The school publishes information 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 PSHE 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 Academic Committee receives a termly report on the curriculum from the Head of Preps and Pre-Preps, The Deputy Head – Juniors and the Deputy Head – Seniors (Academic).

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. Pupils are first CAT tested in Lower I or when they join the Juniors and then in Form III. 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)
- PSHE Policy and Scheme of Work for PSHE
- Supervision of pupils
- Complaints Policy
- EYFS Policy
- School Development Plan;
- Policy on Continuing Professional Development;
- Departmental Handbooks;
- Subject Policies.
- Statement of pupil progress
- Minutes of the Academic Sub-Committee

Record of updates and amendments	Date
Last Reviewed	May 2020
Next Review due	May 2021