



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 Deputy Head Academic (Juniors) and Deputy Head Academic (Seniors), 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

Additional support is provided for those pupils who need it. These include Language Screening and SALT provision in the EYFS and at KS1, Maths and English interventions from EYFS-KS2 and Guided Reading Groups at KS2. Records of interventions are kept and shared among staff

- 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. Children's PSHE books. 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 utilising Unifrog to supplement our careers guidance with a personalised, student-led approach. Careers prefects in Priory Sixth contribute to the scheduling of careers talks, ensuring that these respond to the interests of the students. 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 Upper V the focus is on A Level choices and pupils are offered a number of opportunities including Sixth Form Taster Day, Personalised Sixth Form/Further Education consultation with Director of Priory Sixth and a member of the Senior Team and a major Careers Evening.

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

Upper II girls are invited to a range of Careers talks. These include STEM specific talks.



- 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 in order to provide rich learning experiences for every child, no matter what their starting point. High quality teaching which is deeply rooted in pedagogy, alongside ongoing formative and statutory assessment ensure that all children reach their potential. Effective Characteristics of teaching and learning underpins our daily practice. We work in close partnership with parents to ensure maximum impact for children's learning and development. Our ambitious 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 in order to provide rich learning experiences for every child, no matter what their starting point. High quality teaching which is deeply rooted in pedagogy, alongside ongoing formative and statutory assessment ensure that all children reach their potential. Effective Characteristics of teaching and learning underpins our daily practice. We work in close partnership with parents to ensure maximum impact for children's learning and development. 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, also ensuring that we stretch our more able learners through challenging learning experiences that develop their knowledge and skills across all areas. More detailed information about the EYFS Curriculum can be found in our EYFS Policy.

- g) Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.**

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) that 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 in the Seniors and schemes of work in the Juniors 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. Regular diagnostic assessment and monitoring of progress ensures that early intervention is



implemented to enable all learners to make good progress.

Teachers use a range of teaching styles and strategies, including formative assessment, to accommodate different styles of learning. Termly personalised target setting is embedded from Nursery to Upper Two and shared with parents to encourage continuous progress in learning. Target setting and other strategies including mentors and personalised support programmes for girls of all abilities are in place. We are ambitious for every child and ensure that learning opportunities across the curriculum provide challenge and opportunities to go higher and deeper with their thinking.

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 Juniors 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 parent 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. We encourage our pupils, particularly those in Upper Key Stage Two, to take increasing responsibility for their learning and to take initiative with projects that interest them.

We are a hub school for the visionary Curriculum Design initiative of Building the Kingdom which is an overarching framework providing rich cross curricular links and an ambitious aim to enable all students to go higher and deeper. This programme has run for two years from EYFS – Key Stage 2. Key Stage 3 will begin in September 2021. See separate evidence folders.



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 Deputy Head Academic (Juniors) and the Deputy Head Academic (Seniors).

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 2021
Next Review due	May 2022