



2A - Curriculum Policy

Our girls will change the world

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

Aims

1. We aim to provide a rich, relevant and dynamic curriculum which engages all pupils and ensures excellent progress in line with our ambitious Mission Statement.
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. To that end we embrace the RADIO toolkit to equip all members of our community with the skills to participate in building a respectful culture.

Responsibilities

The Headteacher will:

- Oversee the drafting and updating of the Curriculum Policy.
- In conjunction with the Deputy Head of Preps and Pre-Preps and Deputy Head Seniors, Academic, review and develop the curriculum appropriately to meet the needs of pupils in the school.

The Head of RE in the Seniors and Subject Leader for RE in the Preps and Pre-Preps (EYFS-KS2) will ensure that the Catholic School Inspectorate requirements are met and report directly to the Headteacher on all such matters.

In the Seniors, the Head of Faith Life will develop interfaith dialogue, including through membership of the Faith and Belief Forum.

Heads of Department and Prep and Pre-Prep 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, schemes of work, (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 in 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 and assessments. 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 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 Year 7 onwards utilising Unifrog to supplement our careers guidance with a personalised, student-led approach. Careers talks are provided to students in different phases of the school. In Year 9, guidance is targeted at assisting pupils with GCSE option choices. In the Senior School, this is also embedded into schemes of work where reference to types of careers that are associated with the subject are discussed. There are also a number of events organised for pupils to attend, be it from external speakers visiting the school, allowing for pupils to attend workplaces that are of interest as well as beneficial to them in gaining an understanding of certain professions.

In Year 11 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 either the Director of Priory Sixth or a member of the Senior Team. Year 12 pupils are provided with opportunities for work experience during the Summer Term.

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 in order to provide rich learning experiences for every child, no matter their starting point. High quality teaching, deeply rooted in pedagogy, alongside ongoing formative and statutory assessment ensures that all children reach their potential. Effective Characteristics of teaching and learning underpin our daily practice. We work in close partnership with parents/carers 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. 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 Reception year. We also ensure that our more able learners are stretched through challenging learning experiences that develop their knowledge and skills across all areas. A child is deemed to have attained a 'good level of development' at the end of Reception if they have attained the Early Learning Goals for the three Prime Areas and for Literacy and Mathematics. 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 ethical leadership and charity work, collaboration and sustainability. Project-based cross-curricular Extended Project Qualifications are promoted in Year 12 in which students' can prioritise based on their own interests. PE and Core 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.

Schemes of work in the Seniors and Prep and Pre-Preps 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 Year 6. These are shared with parents to encourage continuous progress in learning. Target setting and other strategies including personalised learning support programmes for pupils 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.E. is tracked in line with Diocesan requirements.

Formal / summative assessments take place throughout the year in all subjects. Reports are sent home to parents at least twice yearly. Parents' evenings are held at least one a year in the Seniors. 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 parent of children's progress and achievements.

AG&T provision is made separate to extension tasks in the Preps and Pre-Preps 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. The Inclusion Committee offers further opportunities for students to understand and contribute to school policy on social and cultural issues. Individual guidance enables pupils 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.

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 of Preps and Pre-Preps 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 Year 3 or when they join the Preps and Pre-Preps and then in Year 7 and Year 12; this also refers to any pupils who join the school at other entry points outside of the typical entry points. Our reporting schedule shows the overview of how assessments, reports, parents' evenings, pupils' 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
- RSE Policy
- Supervision of pupils
- Complaints Policy
- EYFS Policy
- School Development Plan
- Policy on Continuing Professional Development
- Schemes of Work
- Subject Policies.
- Statement of pupil progress
- Minutes of the Academic Sub-Committee

Record of updates and amendments	Date
Last Reviewed	May 2024
Next Review due	Summer 2025