

St Augustine's Academy



Curriculum Policy

Approved by:

A handwritten signature in black ink, appearing to read 'S. Hegarty', is written over a white rectangular background.

Date: 03.12.25

Next review due by: March 2028

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'

Matthew 5:16

**‘How much better to get wisdom than gold,
to get insight rather than silver!’**

Proverbs 16:16

Intent

At St Augustine’s Academy, our Christian vision aspires for all members of our community to *‘shine’*. Through a curriculum that sets *‘our pupils at the heart of all we do’*, we recognise the need for it to be engaging, purposeful and able to equip our children with the skills they need to succeed in life.

We aim for our pupils to be excited by their learning. Our school *‘inspires creativity, innovation and self-belief’* and encourages us to *‘stretch ourselves and each other to achieve our potential.’* We believe that our thoughtfully designed curriculum is one of the main ways in which we can accomplish this.

‘The safety and well-being of our pupils is our top priority’ and woven into our curriculum, is learning focussed on teaching pupils ways in which they can keep themselves safe, enjoy a healthy lifestyle, and learn to respect both themselves and each other.

At St Augustine’s Academy, we *‘have high expectations’*. We expect everyone to show a sense of responsibility and self-discipline and to ensure equality of opportunity for all. We actively promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons and people from around the globe, to innovation, excellence and changes in the world.

We aspire for all children to become independent learners who thrive in our school. We encourage all to aspire to greatness in all its forms whilst flourishing in the process and ‘Living God’s Love’ every day.

Through our Christian vision and ethos, we design our curriculum to focus on children’s spiritual, moral, social, cultural, academic and physical development, providing the essential knowledge they need to be educated, well-rounded individuals in a modern world.

At St Augustine’s, we readily collaborate with educational professionals, such as the Schools of Tomorrow Fellowship, to ensure that the foundation of our Curriculum is underpinned with sound evidence and research.

Our Curriculum has been planned so that it takes children on a journey of discovery, building on their knowledge and skills as they progress through the school, term by term, year by year. It takes account of the school’s context, their prior knowledge, their lived experiences and their environment; it provides pupils with opportunities to revisit and embed their learning and prepares them for the next stage of their learning journey. An appreciation of the outdoors is nurtured at St Augustine’s Academy, and lessons will often take place outside.

Our curriculum consists of all the planned activities that we organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the 2014 National Curriculum and the Early Years Foundation Stage

statutory framework, but also the range of extra-curricular activities that enrich the experiences of our children, which are limited outside of school. We are committed to the broadest educational offering due to the high levels of deprivation experienced by our community, and that means looking beyond the National Curriculum. Our enrichment programme draws upon a wide range of skills and opportunities and is offered through Forest School and Outdoor Learning, visiting specialists, school trips, themed days and more.

Implementation

Our curriculum is rich in knowledge, skills and meaningful experiences. All subjects are highly valued and equip our children with a breadth of knowledge and understanding across the curriculum. Our Curriculum follows and combines: The Early Years Foundation Stage Framework, National Curriculum, **White Rose** Maths and English schemes and the Bedfordshire & Luton Agreed Syllabus for Religious Education. A mixture of bespoke and purchased schemes for other curriculum areas are also in place and these are described in further detail in our subject specific documentation.

Children have access to daily English and Mathematics lessons. This includes daily phonics sessions for EYFS and KS1. Our broader curriculum is mainly delivered through discrete subjects although links between subjects are made, where possible. This approach ensures effective coverage of, and progression in, the 2014 National Curriculum objectives. Our curriculum is delivered through exciting and motivating learning and enables children to develop a deep understanding of all subjects, following planned and progressive schemes of work. Strategies are used to help pupils remember and recall key knowledge such as the use of Knowledge Organisers.

Our Whole School Curriculum Map, details the curriculum theme and content for each subject and year group from Years 1 to 6, and our medium-term plans and schemes of work detail the specific learning objectives covered.

Impact

Children leave St Augustine's Academy having enjoyed, achieved and learnt whilst being immersed in an innovative curriculum which focusses on building knowledge and skills. Children leave understanding their own strengths, ambitions and next steps and have a secure understanding of the academic content required to succeed. Every child will have flourished during their time with us, upheld and motivated by a Christian, values-based education which will guide them to be socially, morally, spiritually and culturally responsible and aware.

Through our bespoke assessment systems, gathering of feedback, and observing the outcomes of pupils learning, we will gain an awareness of our children's curriculum journey and will continue to mould our curriculum to ensure that it continues to meet our pupils' needs.

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice

2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. This policy complies with our funding agreement and articles of association. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and Responsibilities in the monitoring of this policy

Governing Board:

The governing board are responsible for approving and monitoring the content and effectiveness of this policy and holding the Headteacher to account for its implementation. Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects.

The governing board will ensure that a robust framework is in place for setting curriculum priorities and aspirational targets, and that they challenge the school with regards to attainment and progress. Governors ensure that the curriculum is inclusive and accessible to all and that provision is made for pupils with different abilities and needs; this includes children with special educational needs and disabilities (SEND). Governors also ensure that the school implements the relevant statutory assessment arrangements.

Headteacher:

The Headteacher is responsible for ensuring that this policy is adhered to, and that all elements of the curriculum reflect the Christian Vision of the school. They will ensure that the curriculum is implemented effectively and consistently throughout the school and ensure that any difficulties are addressed and mitigated as soon as possible. The Headteacher will ensure that the amount of time allocated to teaching the required elements of the Curriculum is adequate and that the school's procedures for assessment meet all legal requirements. The Headteacher will ensure that the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum and will advise the Governing Board on whole school priorities and objectives. The headteacher will work with the SENDCo and senior staff to ensure that the Curriculum meets the needs of pupils and is inclusive and accessible to all.

Curriculum Leader

The Deputy Headteacher is the school's Curriculum Leader and coordinates the implementation of the Curriculum across the school. This includes liaising with subject coordinators/leaders, being the first port of call as advisor and organising training as required. They coordinate timetabling and maintain the school's Whole School Curriculum Map and computer-based Curriculum files.

Subject Coordinators/Leaders

Subject coordinators/leaders ensure the high profile of their subject across the school and offer support and advice to colleagues on issues relating to their subject or curriculum area. They maintain long and medium-term plans, and schemes of work, and ensure that there is clear and planned progression of knowledge and skills. They ensure that their curriculum area is sufficiently resourced and they keep up to date with developments in their subject to ensure that they have an awareness of current identified good practice and pedagogy. The subject coordinator/leader monitors outcomes and plans for further development of their subject to raise attainment and progress.

SENDCo:

The SENDCo is responsible for collaborating with staff to ensure that the curriculum is accessible to all. The SENDCo will liaise with external agencies to seek advice and support for pupils where necessary and will have a good overview of the progress and attainment of SEND pupils across the school.

Teachers

Teachers are responsible for implementing this policy consistently through their practices. They should ensure that learning and teaching is reflective of the school's curriculum and ensure that they gain an insight into pupils' prior knowledge to help aid progression and to fill gaps in learning. Teachers must have high expectations for pupils, give timely and purposeful feedback and closely track pupils progress. They should work with subject coordinators/leaders, the SENDCo and SLT to ensure that the needs of all pupils are met.

Subjects Covered

In Reception, the school will have due regard for the Early Years Foundation Stage Statutory Framework published in 2025 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In Years 1 – 6, the school will have due regard for the National Curriculum

The school will ensure that every pupil, in Years 1 – 6, has access to the following core subjects:

- English
- Mathematics
- Science

- RE
- Relationships and health education (including PSHE)

The school will ensure that every pupil, in Years 1 – 6 , has access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- PE
- Languages (French) (Key Stage 2)

Communicating our Curriculum

Details of St. Augustine’s Curriculum can be found in the Curriculum section of our school website. Parents and carers are also informed, through termly Curriculum Overviews, of what their children will be learning at school and given ideas and suggestions for extending learning at home.

Throughout the year, opportunities are given to enable parents and carers to learn about the school’s Curriculum and develop their own knowledge and skills in order to support their children’s learning at home more effectively. This can be through bespoke videos, workshops or stay and play sessions.

Forest School and Outdoor Learning

The school has a dedicated Forest School area and our **Deputy Headteacher** is a qualified Forest School leader. Early Years children access 2 Forest School sessions per week. In Years 1 – 6 The National Curriculum Outdoors programme is followed; it is enhanced with additional experiences where applicable and each year group have 2 allocated sessions where the Forest School area is specifically available to them.

Equal Opportunities, SEND and Inclusion

There are 9 protected characteristics outlined within the Equality Act 2010. There are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school’s curriculum will celebrate diversity and will have due regard for our Equal Opportunities Policy at all times in its planning and implementation.

The school's curriculum will also consider the needs of our pupils in terms of their socio-economic backgrounds and those in receipt of the Pupil Premium grant ensuring that they have the opportunity to thrive despite their potential disadvantage.

Teaching assistants are deployed to enable focussed support for pupils. Teachers use a range of inclusion strategies, including paired and group work, various questioning techniques and the activation of prior knowledge. The school's SENDCo supports staff in helping them to **adapt** and support the curriculum for pupils with SEND as required.

Supporting pupils' learning

All pupils have a Learning Journal which contains a wealth of information and knowledge to support them at home and in class. This ranges from number squares to phonics sounds, from prefixes and suffixes to times tables.

Knowledge Organisers have been introduced at St Augustine's Academy and provide pupils with key knowledge from each unit. They aid pupils in refreshing their prior learning, and map their learning journey as they progress through the school.

Extra-curricular and enrichment activities

A range of age appropriate clubs are offered for Key Stage 1 and 2 pupils to enhance their academic learning and personal development **e.g. Gardening Club.**

We offer many opportunities for our children to develop their own leadership potential such as School Council, Eco Team, Junior Road Safety Officers and Archbishop of York Youth Trust Young Leaders. We also link with external agencies such as Dunstable Town Council and the Police Service to offer activities.

The school provides a wealth of trips, activities and experiences for pupils in order to help close their vocabulary gap. The schools 'Vocabulary Velociraptor' project which is supported by The Schools of Tomorrow Fellowship, is a prime example of this.

Monitoring and Evaluation

The Curriculum is monitored to ensure that it remains deep, rich and diverse. Leaders monitor the effectiveness of the curriculum from analysis of pupil performance data and from end of unit curriculum evaluations by classes. Reflection sheets, surveys and book monitoring are further ways in which the curriculum is monitored.

Action points are agreed and discussed with staff following monitoring taking place.

Curriculum Policy Review

This policy is reviewed 3-yearly by the Headteacher and Governing Board, or sooner as required. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.