

St Augustine's Catholic Primary School

The Curriculum Statement

Agreed by Governors: October 2024

To be reviewed: October 2025

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

INTRODUCTION

St Augustine's School is a one-form entry school. We have two classes in the Foundation Stage (39 FTE pupils in Nursery and 30 in Reception) two classes in Key Stage 1 and 4 in Key Stage 2. The school's establishment consists of the Headteacher plus 9 F/T teaching staff, 11 teaching assistants and 2 P/T Learning Mentors.

This Voluntary Aided School has close links with the Catholic Church in the Parish of St Augustine Handsworth. The Governing Body is active, interested in and very supportive of the school's provision of education in this area. Expert advice is also available from the Diocesan Schools' Commission (DSC) and the Birmingham Diocesan Education Service (BDES). The Headteacher is responsible to the Governors in ensuring LA and school policies are carried out.

DEFINITION

The curriculum refers to the whole experience of the pupil including:

- formal programme of study
- a range of experiences
- values and attitudes

CONTEXT

In St Augustine's School, the curriculum is firmly rooted within the context of our mission statement which declares the belief of the school community that we build our school community and all its activities on the love of Jesus Christ. Central to the mission of the school is the nurturing of the pupils' faith and the provision of opportunities through the RE programme, prayer, liturgical celebration, parental and parish support of the journey in that faith. All the aspects of our curriculum aim to enable the development of the spiritual, moral, social and cultural lives of our pupils.

It is our aim to be an inclusive school. Inclusion in all aspects requires commitment from all stakeholders and effective strategies for successful implementation. It is our aim to work through inclusivity. This is an evolutionary process, developing gradually through short, medium and long term planning and addressing policies, curriculum taught, teaching and learning strategies, communication with all stakeholders, staffing, resources and decision making processes. Inclusion at St Augustine's helps the whole community achieve great things.

Equality Objectives are compliant with requirements and are published in the Policy for Equality Objectives.

RELIGIOUS EDUCATION

We have adopted 'The Curriculum Strategy for Religious Education Programme' for the Archdiocese of Birmingham. This is supported and enhanced by the use of variety of other materials and resources. Parents are encouraged to be involved in Sacramental Preparation and the Parish Community is invited to offer its support. The governors have approved 'The Nature of Family life and Sex Education' and "All That I Am" programmes which are based on the RE framework and link with the curriculum proposed by the Health Education Service. SCARF and Ten/Ten resources are also used in this area.

NATIONAL ISSUES

The National Curriculum is fully incorporated in our policies and schemes of work to ensure the children receive their entitlement.

School endeavours to be inclusive and provide equal opportunities for all pupils to develop their self-esteem, self-confidence and a sense of responsibility for themselves and others in preparation for their role as citizens.

CURRICULUM ORGANISATION AND REVIEW

Whole-school planning is undertaken in the light of the National Curriculum areas. Each Curriculum area has its teaching based on policies and schemes of work agreed by staff with supported guidance and strategies. When children with Special Educational Needs are identified, parents are informed and Individual Educational Plans of support implemented.

The continuous monitoring and review of subject areas are led by subject leaders who report back to SMT and Headteacher at regular intervals. Staff curriculum responsibilities match National Curriculum requirements with clearly defined roles which are incorporated into Job Descriptions which are regularly revised and agreed with individual members of staff to reflect current educational needs and development.

CONTINUITY AND PROGRESSION.

All members of staff ensure the smooth transition of pupils from one year group to another and from phase to phase.

Within the Foundation Stage, children are prepared educationally, working through curriculum for Early Years, in preparation for the National Curriculum, within a secure environment where support and guidance ensure smooth transitions.

To support the transition from KS2 to KS3, links are strengthened by ongoing liaison between staff. Pupils are given opportunities to visit some secondary schools during year 5 and 6 and we welcome visits from secondary school link teachers.

Central to this work on continuity and progression is the school's policy on equal opportunities.

All pupils are entitled to receive the support they need to fulfil their potential whether in challenging the most gifted or providing support for those who need it.

ASSESSMENT/RECORDING AND REPORTING

Teaching, of its nature, infers assessment which is used to inform the quality of teaching and learning.

Assessment consists of ongoing Teacher Assessment, Baseline assessment in Foundation Stage and formal assessment at the end of each phase or Key Stage which is supported by use of NFER materials for assessment at the end of Y3, Y4 and Y5.

In-school assessments are formative and summative and vary between subjects, stages of development and individual needs.

Records of progress are used for each child and targets are set throughout the school. Parents are fully informed about the progress of their child through the annual written report and formal teacher interviews.

EXTRA-CURRICULAR ACTIVITIES

At St Augustine's, pupils have an opportunity to develop skills and interests beyond the formal programmes of study.

Activities provided for additional experience and enjoyment of a wide range, encompassing sport (eg football, netball, rugby, rounders, athletics, tennis), music (eg choir, recorders, percussion, fife/flute), environmental activities, RE, Polish and computer clubs.

COMMUNITY LINKS

Communication with parents is an integral part of school life.

This is achieved mainly through:

- regular written communication
- prospectus information
- formal parent/teacher interviews to discuss behaviour and educational progress
- informal meetings to discuss behaviour and educational concerns
- active and supportive Parent Teacher Association
- a wide range of events to which parents and friends are invited eg assemblies, liturgical celebrations, sports' days, plays/concerts, Senior Citizens' Christmas celebration
- visits to residential home for the elderly

Our Community Room is available to help parents and others in our community to become more involved in the learning process of the school. We aim to achieve this by enabling courses, both academic and non-academic, when available and to facilitate meetings and intervention sessions.

At St Augustine's, we believe that parents are a vital component of the educational success of young people. Thus community education is a school-focused strategy which aims to improve not only the success of our children but also strives for success in our parents.

In keeping with our Mission Statement and the aims of the school, it is our policy to develop closer links with our Parish Community, our local schools and Nurseries and Local Nursing Homes. Our care and concern for those in need whether locally or globally is expressed through fund raising and charity events.

CONTINUING PROFESSIONAL DEVELOPMENT FOR STAFF

The governors are aware that all members of staff are entitled to professional development and therefore the SIP includes opportunities for all staff to identify training needs. As a result of this audit, provision is made through:

- training days in school
- attendance at courses provided by LA, the Catholic Partnership, the Archdiocese of Birmingham Religious Education Department and other relevant providers
- mentoring and support in school time
- twilight sessions

CURRICULUM COMPLAINTS PROCEDURES:

It is usual for anyone wishing to make a complaint about any aspect of the school curriculum to contact the Headteacher in the first instance.

MONITORING AND REVIEW

The school's Curriculum Statement is regularly reviewed on an ongoing basis.