

Our Curriculum

ST. AUGUSTINE'S
CHURCH OF ENGLAND
JUNIOR SCHOOL (VA)

St Augustine's C of E (VA) Junior School



The curriculum at St Augustine’s consists of all teaching, learning and other experiences that we plan for our pupils. The National Curriculum comprises a large part of our wider school curriculum. While the aims and structure of the National Curriculum are set at national level, our curriculum does not remain static. It consistently responds to changes in society, both local and national, and changes in the nature of schooling itself. Teachers at St Augustine’s, both individually and collectively, reappraise their teaching in response to the changing needs of our pupils and the impact of economic, social and cultural change. We know that children at St Augustine’s will only flourish if our curriculum offer successfully adapts to the demands and needs of our context.

Our Vision

*“To be guided by God’s **wisdom**, to embrace **challenge** and **strive** to achieve our best, **enjoying** all that we do together.”*

We are guided towards excellence by the Christian inspiration of Jesus Christ the Servant King; and Saint Augustine of Canterbury; and the values of resilience, leadership, and patience/stillness.



The curriculum at St Augustine’s constantly seeks to entwine knowledge, skills, concepts and vocabulary from the National Curriculum subject areas, with the main aims of securing academic achievement and ensuring personal fulfilment. All children, regardless of background, experience a highly coherent and challenging learning journey where they are encouraged and guided to reflect on past learning and strive to develop the courage to take the next steps.

Learning experiences (in and outdoors – including Forest School; on and off site) are used to constantly inspire and excite children’s minds using real, relevant and exciting learning opportunities so that children know the impact and relevance their learning has on them now and for the future.

Knowledge provides a driving, underpinning philosophy; where teachers are the experts whose role it is to convey their knowledge and expertise to children. We believe that all children are entitled to learn about ‘the best of what has been thought and said’. The curriculum is designed to develop memory so that children can recall core knowledge, concepts and vocabulary. This provides a basis for children to be confident in their application of knowledge and to be more creative in their thinking and work. Children, individually and collaboratively, will be challenged by learning experiences intended to lead to highly creative and individual outcomes for all, recognising the possible risk of failure – mistakes are embraced as a fact of life and learnt from.

Our outstanding curriculum is bigger than the sum of individual subjects. We recognise that children’s achievement in foundation subjects is enhanced and enriched when English, maths and learning skills are organised to facilitate the acquisition of knowledge, skills and concepts within them. Ultimately, our curriculum will secure higher achievement as children learn to embrace learning and become lifelong learners.

Intent

Our aims:

1. To ensure children have the best life opportunities possible
2. To develop creativity, confidence and competence within children
3. To provide a balanced and coherent, knowledge-rich learning journey which is real and relevant for children in our area, whilst being cognitively challenging and inclusive for all
4. To develop knowledge, skills and concepts so that children can make links between the information they learn and apply their learning
5. To broaden children’s life chances through expanding their vocabulary
6. To place the school at the heart of local society, encouraging a caring and supportive partnership between children, their families and the wider community
7. To be guided by God’s **wisdom**, to embrace **challenge** and **strive** to achieve our best, **enjoying** all that we do together



Information



Knowledge

Learning is:

- a change in long-term memory
- knowing more and remembering more
- invisible in an individual lesson
- built over time



Curriculum Drivers underpin our curriculum at St Augustine's. There are two whole school drivers:

Life Opportunities

- Cultural Capital – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said
- Embedding learning skills
- Self-assessment of learning skills
- Metacognition
- Enterprise education
- Promoting and celebrating learning skills – awards
- Community Involvement
- Regular involvement in community events
- Promoting St Augustine's in the community
- Promoting and working in collaboration with local clubs and charities
- Seeking to involve community role models in the life of the school
- Our vision: Wisdom, Challenge, Strive, Enjoy
- Personalised learning
- Pupil leadership roles – whole school and within the classroom. Developing responsibility, collaboration and leadership skills
- Wide range of inclusive school clubs

Wisdom, Challenge, Strive, Enjoy

- Engaging pupils in performances and competitions on a regular basis
- Developing pupil choice and independence
- Developing a mastery curriculum which broadens and deepens learning – promoting the use of Bloom's Taxonomy to deepen thinking
- Providing children with the essential knowledge to be able to think and form their own views and opinions
- Cultural Capital – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said. With a secure knowledge, children will move from novices towards levels of expertise, developing confidence and competence which will underpin real creativity.
- Setting high expectations and giving every learner confidence they can succeed
- Establishing what learners already know and building on it
- Structuring and pacing the learning experience to make it challenging and enjoyable
- Inspiring learning through passion for the subject
- Making individuals active partners in their learning
- Developing learning skills and personal qualities
- Developing creativity within learning

The **Principles** of our curriculum ensure that it is:

Balanced

The time available for the curriculum will balance with the content that children are expected to learn. The curriculum promotes intellectual, moral, spiritual, creative, emotional and physical development as equally important.

Coherent

It respects subject disciplines, focusing developing progression within a subject. It makes explicit connections and links within and between the different subjects, within and across year groups. Knowledge, skills, concepts and vocabulary are coherently planned and sequenced progressively. There is clarity about what getting better at the subject means, moving children from novice to expert.

Real and Relevant

It seeks to connect learning to real life; applying knowledge, skills and concepts to the real world. Children know why they are learning. It responds to the needs and diversity within the local community.

Knowledge Rich

St Augustine's curriculum is a knowledge-rich curriculum; it provides pupils with an introduction to the essential knowledge they need to be educated citizens.

- *knowledge provides a driving, underpinning philosophy*
- *knowledge content is specified in detail*
- *knowledge is taught to be remembered, not merely encountered*
- *knowledge is sequenced and mapped deliberately and coherently*

The curriculum is designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital to succeed in life.

Cognitively Challenging

It seeks to include content chosen specifically to stretch children cognitively.

Inclusive

It is constructed in a way that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

How does our practice meet our aims?

Set high expectations and give every learner confidence they can succeed

This includes:

- Demonstrating a commitment to every learner's success, making them feel included, valued and secure
- Raising learners' aspirations and the effort they put into learning, engaging, where appropriate, the active support of parents and carers
- The curriculum celebrating the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development

Establish what learners already know and build on it

This includes:

- Setting clear and appropriate learning goals, explaining them, and making every learning experience count
- Creating secure foundations for subsequent learning
- Ensuring our curriculum is broad and balanced, helping pupils to acquire knowledge, understanding and skills in all aspects of their education
- Identifying individualised learning needs and adapting the curriculum to support pupils using available resources
- Maintaining subject focus while delivering subjects as part of a topic
- Continually exposing the children to new vocabulary
- Ensuring close links with local feeder schools, other agencies such as SEND teams, Health, Targeted Support and the Customer Service Team (Safeguarding), Secondary Schools and other members of the Community

Structure and pace the learning experience to make it challenging and enjoyable

This includes:

- Using teaching methods that reflect the material to be learned, matching the maturity of the learners and their learning preferences, and involving high levels of time on task
- Making a creative use of the range of learning opportunities available, within and beyond the classroom, including ICT
- Experiencing a rich, creative, well-planned and well-resourced curriculum of learning activities, which promotes and achieves excellence
- Cross-curricular learning, which is vital in establishing depth in knowledge, understanding and skills

Inspire learning through passion for the subject

This includes:

- Bringing the subject alive
- Making it relevant to learners' wider goals and concerns
- Teachers having deep knowledge of the subjects they teach
- Specialists delivering some areas of the curriculum
- Developing planning through debate, collaboration and continually reviewing and reflecting upon it
- Maintaining strong links with the church and local community
- Inspiring pupils so that they are engaged and eager to learn



Make individuals active partners in their learning

This includes:

- Building respectful teacher-learner relationships that take learners' views and experience fully into account, as well as data on their performance
- Using assessment for learning to help learners assess their work, reflect on how they learn, and inform subsequent planning and practice
- Teaching and learning in a clean, safe, enjoyable and stimulating environment, which is cared for, and valued by all
- Producing engaging, stimulating information to keep parents and carers informed about events and learning taking place within school (see below)
- Pupils being encouraged to continue their learning at home through creative homework tasks linked to their topic

Develop learning skills and personal qualities

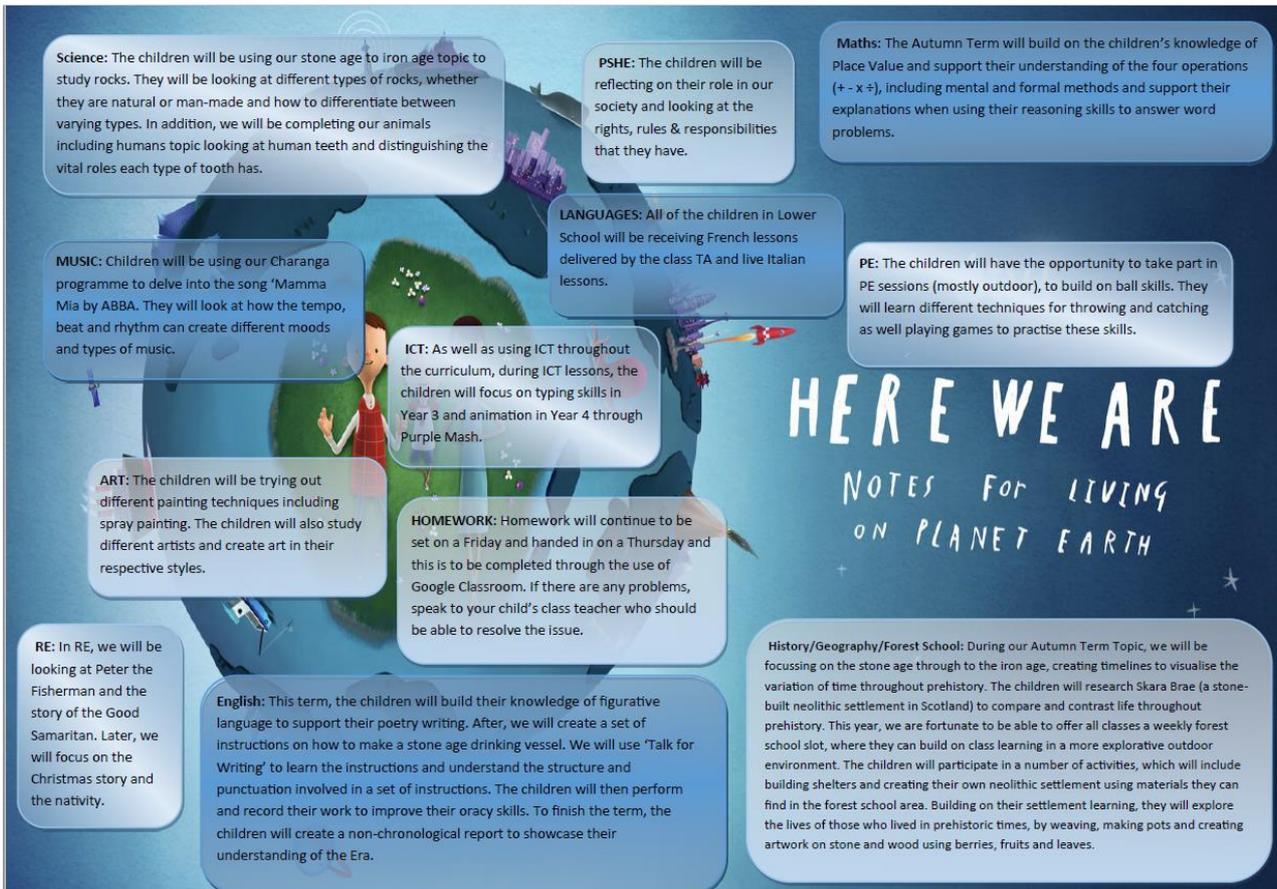
This includes:

- Developing the ability to think systematically, manage information, learn from others and help others learn
- Developing confidence, self-discipline and an understanding of the learning process
- Christian teaching, worship and values establishing an ethos of co-operation and care, where everyone is willing to listen and where everyone expects the same high standard of respect and behaviour
- Everyone working in partnership, valuing and respecting each other, understanding our different responsibilities and all working towards the task of continual improvement
- Recognising that each person is unique and has equal rights within a setting of tolerance and understanding

Develop creativity within learning

This includes:

- Staff and pupils being given the encouragement, guidance and support to think and perform creatively
- Teachers developing the confidence to think creatively and where appropriate have the courage to go beyond the basic parameters of Government strategies.
- Using ICT to support teaching and engage pupils
- Pupils using and being offered a variety of ways to record their learning
- Pupils participating in role play and drama used to develop knowledge and understanding through speaking and listening
- Pupils participating in outdoor learning, including Forest Schools
- Pupils being given opportunities to participate in learning out of the classroom through activities such as performances, theatre and concert visits, clubs, sport and art enrichment



Science: The children will be using our stone age to iron age topic to study rocks. They will be looking at different types of rocks, whether they are natural or man-made and how to differentiate between varying types. In addition, we will be completing our animals including humans topic looking at human teeth and distinguishing the vital roles each type of tooth has.

PSHE: The children will be reflecting on their role in our society and looking at the rights, rules & responsibilities that they have.

Maths: The Autumn Term will build on the children's knowledge of Place Value and support their understanding of the four operations (+ - x ÷), including mental and formal methods and support their explanations when using their reasoning skills to answer word problems.

MUSIC: Children will be using our Charanga programme to delve into the song 'Mamma Mia by ABBA. They will look at how the tempo, beat and rhythm can create different moods and types of music.

LANGUAGES: All of the children in Lower School will be receiving French lessons delivered by the class TA and live Italian lessons.

PE: The children will have the opportunity to take part in PE sessions (mostly outdoor), to build on ball skills. They will learn different techniques for throwing and catching as well playing games to practise these skills.

ICT: As well as using ICT throughout the curriculum, during ICT lessons, the children will focus on typing skills in Year 3 and animation in Year 4 through Purple Mash.

ART: The children will be trying out different painting techniques including spray painting. The children will also study different artists and create art in their respective styles.

HOMEWORK: Homework will continue to be set on a Friday and handed in on a Thursday and this is to be completed through the use of Google Classroom. If there are any problems, speak to your child's class teacher who should be able to resolve the issue.

RE: In RE, we will be looking at Peter the Fisherman and the story of the Good Samaritan. Later, we will focus on the Christmas story and the nativity.

English: This term, the children will build their knowledge of figurative language to support their poetry writing. After, we will create a set of instructions on how to make a stone age drinking vessel. We will use 'Talk for Writing' to learn the instructions and understand the structure and punctuation involved in a set of instructions. The children will then perform and record their work to improve their oracy skills. To finish the term, the children will create a non-chronological report to showcase their understanding of the Era.

History/Geography/Forest School: During our Autumn Term Topic, we will be focussing on the stone age through to the iron age, creating timelines to visualise the variation of time throughout prehistory. The children will research Skara Brae (a stone-built neolithic settlement in Scotland) to compare and contrast life throughout prehistory. This year, we are fortunate to be able to offer all classes a weekly forest school slot, where they can build on class learning in a more explorative outdoor environment. The children will participate in a number of activities, which will include building shelters and creating their own neolithic settlement using materials they can find in the forest school area. Building on their settlement learning, they will explore the lives of those who lived in prehistoric times, by weaving, making pots and creating artwork on stone and wood using berries, fruits and leaves.

HERE WE ARE
NOTES FOR LIVING
ON PLANET EARTH

An example of a St Augustine's parental information sheet demonstrating how subjects are linked within an overarching topic, with a text focus.

Our approach

Where does the National curriculum fit in?

The National Curriculum outlines objectives for each year group that will provide pupils with an introduction to the essential knowledge that they need to be well educated citizens. The objectives set in this curriculum ensure that children are working to the national standard and being continually supported and challenged to achieve their best in every year group across school. However, the National Curriculum is just one element in the education of every child. It provides an outline of core knowledge around which teachers develop exciting and stimulating lessons with the understanding that they have the freedom to extend beyond the National Curriculum specifications.

Our curriculum is delivered through exciting, stimulating and engaging topics, which retain a subject lens. This ensures that teachers, children and parents are able to draw meaningful links between subjects, within an overarching topic, but that progress in discrete subjects is maintained.

Our curriculum offer is bolstered through Forest School and outdoor learning visits out, visitors in to school, role-play, theme days and many more creative and imaginative activities, which help deepen and strengthen learning throughout a topic, building on skills and knowledge from previous years.

Creating a learning culture

The Learning Environment

We see the physical environment and routines as vital to effective Learning and Teaching, to promote high standards and independent learning. Our Learning Cycle creates an all-embracing teaching and learning environment which includes:

1. The physical environment:
 - Temperature
 - Lighting
 - Nutrition / hydration
 - Ventilation

2. The affective environment:
 - Good relationships
 - High self-esteem
 - Positive behaviour strategies
 - High expectations

3. The Learning environment:
 - Physical organisation
 - Resource provision and accessibility
 - Display
 - Use of ICT

Teaching Strategies (Quality First Teaching)

Each of us is unique in the way we experience life and respond to events. There are as many different ways of learning as there are children in our classroom. Because of this we need to use a range of teaching methods to try and ensure 'personalised learning'. We are committed to 'Quality First teaching', where we meet the needs of every child.

The strategies used in our schools are:-

Whole class teaching	Challenge and support
Paired learning	Team/Group learning
VAK	Individual learning
Open questions	Speaking, listening and thinking skills
Closed questions	Practical activities/creativity
Exposition/modelling	Investigative/problem solving
Interactive/ICT	Oracy activities
Indoor and outdoor learning and teaching	Forest School

Teachers take into account different ways of stimulating interest and learning, the ages of children, stage of learning and individual need, personal, social and emotional aspects of learning, what children already



know, their strengths and the National Curriculum entitlement. Teachers understand diverse learning needs including learning styles and use diverse teaching approaches.

Achieving Personal Success/Greatness

All children must feel they succeed in order to grow in confidence and self-esteem. Because of this, tasks set must be challenging but achievable. If children have self-worth they will also be able to make constructive use of failure in an atmosphere of security and valuing. They also need to feel it is acceptable to get it wrong and 'have a go'. Children are celebrated and rewarded for persevering with challenges, not just finding answers.

Class Management

When children are secure in their knowledge of routine, organisation and rules they will happily work within those parameters. When these are not in place it leads to confusion, lack of focus and unsettled behaviour, making increased demands on the teacher as the children are constantly requiring direction. Transition between classes and settling in to a new class is eased and can be seamless if there is consistency of approach throughout the school. All staff have access to policy documents, and adherence to these plays a large part in this.

Resources and the Curriculum

Resources are centrally stored and monitored by subject leaders. Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

The effective implementation of the National Curriculum calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school has a selection of books covering all curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is returned. Each classroom has access to supplies and children should be aware of where appropriate equipment is kept.

Staff CPD (Continuing Professional Development)

CPD gives teachers the chance to reinforce existing skills, as well as learning new ones not covered during teacher training.

Further training allows teachers to build on their curriculum skills and learn strategies for helping all pupils to achieve their full potential. All staff are given regular opportunities to share their CPD with others. *We:*

- attend courses, meetings and workshops
- keep abreast of new development
- plan in-service days
- liaise with governors
- share with all colleagues
- work with 'experts' across our school, the LA and others



The SLT are committed to:

1. Disseminating CPD materials effectively and ensuring a coordinated approach for embedding excellent learning and teaching in school
2. Deploying staff resources to optimum effect and devoting the necessary time needed to make best use of initiatives
3. Establishing learning communities to exchange best practice on learning and teaching and maximise the impact of initiatives within the school and across other schools

Key aspects of our planning include:

- Differentiation
- Clear learning objectives and outcomes
- Flexibility
- Able and talented
- SEND
- Support staff deployment
- Cross-curricular links
- Homework
- Oracy opportunities
- ICT
- Links to Christian Values
- Thinking skills
- Outdoor learning opportunities
- Creativity
- Sustainability/Eco work

School Community

In order for children to learn effectively they must be supported not just by the school but by their family and community. We recognise the need for real partnership if we are to maximise children's development.

We practice this through:

- close liaison with parents/carers
- Parents evenings
- PTFA group
- Volunteers helping in school
- Curriculum workshops
- Newsletters
- School website
- Maintaining open door policy
- Links with the Church
- Regular visits from Governors
- Curriculum links with Governors
- Links with Brewster Avenue
- Links with other agencies such as SEND teams, Health, Targeted Support and the Children's Services Team (Safeguarding)
- Links with Secondary Schools
- Community Links
- LA/Cluster School links
- Extra-curricular opportunities



Impact

The impact of our curriculum is under constant review and development to ensure that it appropriately meets the needs of our children, supporting and challenging pupils to achieve their personal best.

Our curriculum is evaluated against our aims through:

- pupil outcomes (achievement)
- school governance
- feedback from parents, children and teaching staff
- lesson visits
- learning walks

Pupils leave St Augustine's C of E (VA) Junior School with:

- a secure understanding of the academic content covered
- the understanding of how to be socially, morally, spiritually and culturally responsible and globally aware
- awareness of how to make positive contributions to the local area
- awareness of how to endeavour to be the best that they can be, following the example of Jesus Christ the Servant King.

We aim for all of our children to leave St Augustine's respectful, skilful and ambitious, with the motivation and passion to become lifelong learners and with a thirst for life and all it has to offer.