

Curriculum Policy

Introduction

Davenies' curriculum is all the planned activities which are organised in order to promote learning, personal growth and development. It includes not only the explicit requirements of the taught, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills. The aim is 'to ensure that every boy experiences a breadth of educational opportunities, encouraging and cultivating a lifelong eagerness for learning, whether academic, creative, artistic or sporting'.

This Policy applies to the whole school, including the EYFS, and is supported by appropriate plans and schemes of work, which take into account the ages, aptitudes and needs of all pupils (including those pupils with an SEN Statement or EHC Plan); and does 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.

Aims

The aims of our school curriculum (quoted above) are in line with the Education (Independent School Standards) (England) Regulations 2014.

The provision of a full-time supervised education for pupils of compulsory school age (construed in accordance with s.8 of the Education Act 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education

The School aims to provide a thorough and broad education which engages, inspires and challenges our pupils, as well as providing the opportunity to learn and make progress. This includes those pupils who have Learning Difficulties, an SEN Statement or EHC Plan, a disability, are considered to be Able, Gifted and Talented, or have English as an Additional Language.

The Reception classes adhere to the DFE Curriculum Guidance for the EYFS which includes seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Between Years 1 – 6 the Curriculum is devised by the school but uses the National Curriculum as a guide and in accordance with section 8 of the Education Act 1996 and include the 7 key areas to be covered.

Linguistic: - *At Davenies we develop pupils' communication skills and increase their command of language through listening, speaking, reading and writing. French being taught from Reception and Latin introduced from Year 6. Spanish has also been introduced from Autumn 2016 and is now taught from Years 3 to 6.*

Mathematical: - *At Davenies we help pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activities, exploration and discussion.*

Scientific: - *At Davenies we increase pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with Science as a process of enquiry. Pupils are given opportunities to observe, form hypotheses, and conduct experiments and record findings.*

Technological: - *At Davenies Computing and DT seeks to give pupils the opportunity to develop, plan, communicate and reflect. Opportunities to develop skills in using tools, equipment, materials and components to produce an end product; evaluating the process and its outcomes.*

Human and social: - *At Davenies History, Religious studies, Geography, Philosophy and Ethics look at areas that are concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions.*

Physical: - *At Davenies PE and Games lessons aim to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Also developing students' knowledge and understanding of the basic principles of health and fitness.*

Aesthetic and creative: - *At Davenies pupils have the opportunity to work the process of making, composing and inventing. Art, DT, Music, Drama, Computing and Literacy all develop these particular skills.*

In Years 7 & 8 the Curriculum accords to the Common Entrance syllabus composed by ISEB. Some boys may go beyond this in preparation for academic scholarships.

Planning

The School has devised its own schemes of work. We use Long Term Plans, Medium Term Plans and Short Term Plans. Long Term and Medium Term Plans are reviewed on an annual basis in each subject.

- Long Term Plans - These are broad outlines, indicating progression in knowledge from year to year.
- Medium Term Plans - These are the more detailed plans which give guidance on the objectives and specifically show what is to be taught within each topic area. They flesh out the bones of the Long Term Plans.
- Short Term Plans - These are the day-to-day plans of individual teachers, as they plan each step towards achieving the aims and goals set out in the Medium Term Plans. These are used to set out

the learning objectives for each session, and to identify which resources and activities they are going to use in the lessons and any differentiation needed to help all students meet the objectives.

In the EYFS, and in Pre-Prep, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Curriculum and Early Learning Goals, and that there is planned progression in all curriculum areas which includes the teaching of French from Reception.

In the Prep School pupils are given the opportunity to experience a wide variety of subjects: History, Geography, Religious Studies, French, Spanish, Latin, IT, Drama, Art, Music, Design Technology, PE, Games, Swimming, Study Skills, Current Affairs and PSHE as well as English, Mathematics and Science. As an IAPS School, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

The children in the Pre-Prep attend lessons for approximately 22 hours per week and over 26 hours in the Prep School. The formal curriculum is enriched by day trips, residential visits, invited speakers, productions and themed days.

As the School provides education for boys up to the age of 13 the school has many subject specialists; the Pre-Prep benefits from this in French from Reception, Music, and PE. In the Junior School this is extended further to include Art, Design Technology, Spanish, Computing and Drama with specialist teachers. From Year 5 upwards, the boys have subject specialists in every area.

The School has two mixed ability forms at each age level. Differentiated lessons respond to the variety of academic abilities with setting for English and Maths occurring from Year 5 (3 sets). In Year 7 there are three sets in English and Maths, whilst Science, French, History, Geography, Latin and Religious Studies are streamed. In Year 8, along with the three sets in English and Maths the two streams are split into 3. Drama, Art, Design and Technology and Music are taught in forms.

- ***Lessons are in written and spoken English***

All lessons are delivered in written and spoken English. See the School's *EAL Policy* for further information about provisions made for those pupils for whom English is an Additional Language.

- ***Personal, social, health and economic education (PSHE) 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***

At Davenies we actively promote fundamental British values of democracy, the rule of Law, individual Liberty, and mutual respect and tolerance of those with different faiths and beliefs. PSHE lessons and circle time are valuable platforms with which to disseminate this information about ourselves and the people around us.

We make Davenies pupils aware of their own spiritual development, and to distinguish right from wrong; understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all; have respect for themselves and high self-esteem, self-confidence, and to live and work cooperatively with others; and be positive citizens.

The School provides opportunities for the development of Spiritual, Moral, Social and Cultural Education (SMSC) through the direct teaching of Religious Studies and PSHE. However, SMSC permeates the school and is not defined solely by its discreet and direct delivery. All subjects share a responsibility for delivering SMSC education.

We encourage pupils to accept responsibility for their behaviour, show initiative and understanding how they can contribute positively to their lives of those living and working in the locality in which Davenies is situated and to a society more widely. We enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England. We further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. We encourage respect for other people, paying particular regard to the characteristics set out in the 2010 Act. We encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied.

See the School's *PSHE Policy, Behaviour Policy and Anti-Bullying Policy*.

- ***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 encourage them to fulfil their potential***

As a Prep School which has boys of Years 7 and 8, Davenies endeavours to start to lay the foundations of future career guidance by helping the boys come to have an understanding of their ability and interests. At this age the majority of pupils are far from making any firm career decisions, however, whilst they have yet to experience senior school, and choose their subjects of further study. The boys are given interview practice as they prepare for entry to their chosen senior schools. The pupils in Year 7 and 8 are also given opportunities to listen to speakers from a range of different backgrounds and careers deliver talks about their experiences and perceptions.

- ***A programme of activities is available which is appropriate to the needs of the pupils***

The School is very proud of its extensive programme of extracurricular activities which broadly speaking offer a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities. Ranging from STEM to fencing, from debating to stocks and shares, Mountain Biking to French Cinema, the menu changes every term with up to fifty areas of experience. In addition, the school has a thriving music department and a plethora of opportunities on the stage.

- ***That all pupils have the opportunity to learn and make progress***

We provide a planned and monitored curriculum which ensures that learning is continuous and gives all pupils the opportunity to learn and make progress. The staff promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning.

The curriculum at Davenies is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done with parental consultation.

If a pupil has learning difficulties, Davenies does all it can to meet these individual needs through our *SEN and Learning Difficulties Policy* and practitioners. This process is carefully overseen by the Head of Learning Support who liaises with the particular members of the Senior Leadership Team who are responsible for the individual pupils' needs at that stage in their education. In the Pre-Prep this may be the Head of Pre-Prep, in Years 3 and 4 this will be the Head of Junior School and in the Senior School the Director of Studies. The Learning Support Department can provide in class support, support away from the classroom, IEPs and guidance to the class teachers. Similarly, children who have English as an Additional Language are catered for by the Learning Support Department and there is a Policy and approach for children considered Able, Gifted and Talented. See *EAL Policy* and *Able, Gifted and Talented Policy* for further information.

All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities, or the teaching materials may be adapted.

At Davenies we recognise our duties to pupils with Special Educational Needs (SEN) Statements or Education, Health and Care (EHC) Plans under the Independent School Standards Regulations, and ensure that the curriculum and teaching provided:

- **enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught; and**
- **shows a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensures that these are taken into account in the planning of lessons**

See the School's *Education & Welfare Provision for Pupils with an SEN Statement or EHC Plan Policy*, for further information.

Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society

developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment

Careers guidance and inspiration in schools (April 2017)

Davenies run a comprehensive number of councils which the boys sit on and give the students a voice on key areas. The School Council, Food Council and Eco-Council are made up of members from each form in Year 3 and above. Each term there are elections and boys serve for one term. Two meetings, chaired by the Headmaster and the Bursar, are held per term. The boys are asked to raise matters of concern or make suggestions.

All pupils from Year 4 and above have a residential trip which help to build character, self-esteem and give opportunities to build team work and leadership skills.

At Davenies, all boys in Year 8 are appointed as 'Leaders'. In addition to the Head Boy and Deputy Head Boy there are 4 Heads of Houses.

All boys in Year 7 and 8 have the opportunity to take part in the Davenies Award Scheme (DAS), which prepares boys for their duties as Leaders, instils in them the principles of leadership in the wider sense, prepares them for everyday life, and helps to give breadth so that the boys can try new areas and explore different possibilities. This has incorporated Leadership Training, First Aid Training, Research and presenting and many other opportunities. Furthermore, this group of boys listens to an invited speaker who addresses *The Senior Society*. In the past they have heard explorers, stunt people, drone camera man and a mouth painter to talk to them and answer questions. After Common Entrance Exams after the half-term during the Summer Term, the boys in Year 8 embark on a 'Leavers' Experience', which includes not only the usual outward bound activity, but a series of especially timetabled events to prepare them for the wider world.

Overall responsibility for the Curriculum

The Headmaster, the Deputy Head, Director of Studies and Head of Pre-Prep have overall responsibility for the curriculum. They oversee curriculum planning and provide guidance to Heads of Department through INSET and Heads of Department meetings (other aspects of this monitoring of the curriculum are detailed in the *Teaching and Learning Policy* and *Assessment Policy*).

Data Protection

For further information regarding the collection, processing and retention of personal information, including sensitive information, please see our *Data Protection Policy*.

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