DAVENIES

Curriculum Policy

Introduction

Through a broad, balanced and ambitious curriculum, Davenies seeks to develop academically successful, intellectually curious, confident and compassionate young people who are prepared for the next stage of their education and for life beyond school.

Davenies' curriculum is all the planned activities which are organised to promote learning, personal growth and development. 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 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 are in line with the Education (Independent School Standards) (England) Regulations – *2014* – **Revised April 2026** – **Part 1.7**:

> *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 Special Educational Needs or Disability [SEND], are considered to be More Able, or have English as an Additional Language. We aim to provide a vibrant, caring and inclusive environment in which our boys can thrive.

Curriculum Structure

During the Summer Term 2022, Davenies met the necessary conditions to take up an exemption from the Learning and Development requirements in the 2021 EYFS for children aged 3 and over. This has allowed the school to be aspirational regarding the boys' learning, enabling greater flexibility in the academic offering, giving the boys wider ranging, meaningful experiences with challenge and depth. For further information, please see the School's *EYFS Policy*. The curriculum for our Reception classes is based upon the three prime areas of:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

In addition to four specific areas:

- **Being Imaginative**
- **Literacy**
- **Mathematics**
- **Understanding the world**

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 includes the 7 key areas to be covered:

> **Linguistic**: *At Davenies, we develop pupils' communication skills and increase their command of language through our English curriculum comprising: listening, speaking, reading and writing. French and Spanish are taught from Reception to Year 8, and Latin is introduced from Year 7 for boys whom this is considered most appropriate.*
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> **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.*
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> **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.*
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> **Technological**: *At Davenies, Computing and DT seek 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. The boys in Years 3 and above benefit from use of a 1:1 iPad and Pre-Prep use their bank of iPads regularly, which aids digital skills, workflow and internet safety awareness. Computing develops pupils' digital literacy, digital citizenship and understanding of online safety, enabling them to participate safely and responsibly in an increasingly digital world.*

Human and social: *At Davenies, History, TPR and Religious Studies, Geography and PSHE 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, Swimming 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.*

Study Skills*: this area of the curriculum (introduced from Year 5 and available in Years 7 & 8 for boys for whom this is considered most appropriate instead of Latin) incorporates rehearsal of skills such as revision and note-taking techniques, collaborative work, time management, workflow, mindfulness strategies, critical thinking, problem solving and the opportunity for familiarisation with a variety of standardised testing formats, including CAT4 and the ISEB 11+ Pre-Tests.*

In Pre-Prep, including the EYFS, 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 to deliver the learning and development requirements as set out in the EYFS, and teachers continue to assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending pupils' vocabulary. There is planned progression in all curriculum areas which includes the teaching of French and Spanish from Reception.

In the Prep School, pupils are given the opportunity to experience a wide variety of subjects: History, Geography, Religious Studies (TPR), French, Spanish, Latin (from Year 7 for those for whom it is considered most appropriate), IT, Drama, Art, Music, Design Technology, PE, Games, Swimming, Study Skills (from Year 5) and PSHE as well as English, Mathematics and Science. As an independent preparatory school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

In Years 7 & 8, the Curriculum accords to the Common Entrance syllabus composed by ISEB whilst also incorporating a skills-based approach to enhance this. Some boys may go beyond this in preparation for senior school entrance requirements and academic scholarships.

The Davenies Language of Learning

As well as ensuring the depth and breadth of our curriculum through subject lessons, we also use the Davenies Language of Learning across all departments and age groups to foster greater independence and involve the boys fully in their learning and retention of the curriculum. To this end, the boys are encouraged to be:

- Collaborative – work well with others
- Courageous – take risks to improve learning
- Curious – ask questions, listen to answers and read widely

- Enthusiastic – eager to learn at all times
- Persevering – keep trying even when the learning becomes difficult
- Reflective – think about how to continue to make good progress

Planning

The School has devised its own schemes of work. We use Long-Term (LTPs), Medium-Term (MTPs) and Short-Term (STPs) Plans. Long-Term and Medium-Term Plans consider the pupil age group. LTPs are reviewed on an annual basis in each subject and are also published to parents in the form of a Year group curriculum handbook with Key Performance Indicators (KPIs), whereas MTPs are updated termly and are internal working departmental documents.

- Long-Term Plans – these are broad outlines: topic headers and key objectives 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 and how it will be delivered to pupils within each topic area.
- Short-Term Plans – these are the personal day-to-day plans of individual teachers, as they map out each step towards achieving the aims and goals set out in the Medium-Term Plans. The short-term plans take into account class, set or stream abilities and prior knowledge, pupil aptitude and individual pupil needs, including those with an EHC plan, those on the More Able register (CHAPS) and those with English as an Additional Language (EAL).

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 and Spanish from Reception, Music, Computing and PE. In the Junior School (Years 3 and 4), this is extended further to include Art, Design Technology and Drama with specialist teachers. From Year 5 and 6, the boys have subject specialists in the majority of their lessons. In Years 7 and 8, the boys have specialist teachers in every area.

The School has two or three mixed ability forms from Reception to Year 6, Year 7 has one, whilst Year 8 comprises two, smaller, mixed ability forms. Adapted and inclusive lessons respond to the variety of academic abilities with ability setting for English (three sets: X, 1 & 2) and Maths (three sets: X, 1 & 2) occurring from Year 5. In September of the Autumn Term, Year 5 are taught English in their forms before being set from October, but Maths is taught in three sets from the start of the academic year.

In Year 7 there are two sets in English (1 & 2) and two sets for Maths (1 & 2). There are also two streams based on ability (1 & 2) for Science, French, History, Geography and Computing. In Year 8, along with the two sets in English (1 & 2) and Maths (1 &2), boys are streamed for Science, French, History, Geography, Computing, Music, Drama, Spanish, TPR and PSHE.

- ***Lessons are conducted 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***
  - ***encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010***
  - ***supports pupils' physical and mental wellbeing and promotes healthy lifestyles, resilience, self-awareness and positive relationships***

At Davenies, we actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are woven throughout the taught curriculum and wider life of the school, supporting pupils' personal development and preparing them for life in modern Britain. PSHE lessons, circle time, assemblies/workshops (including those led by visiting speakers), Themes of the Week, the Davenies Award Scheme (DAS), form time and the pastoral programme all provide valuable opportunities to develop pupils' understanding of themselves, others, and the responsibilities of being active and respectful members of society.

Fundamental British Values are actively promoted through the PSHE Curriculum, TPR/Religious Studies, assemblies, pupil leadership opportunities (Including pupils and staff voting on Head Boy Team), School Council, Eco Council, Food Council, charitable activities, trips, encounters with different faiths and cultures and through daily life of the school. The curriculum promotes respect, inclusion and diversity through PSHE and TPR with a focus across different year groups on respectful relationships and prejudice/discrimination. TPR looks at learning about others and understanding different faiths. The History Department also explores a number of History Themed Months.

Through the RSHE Curriculum, pupils are provided with age-appropriate Relationships, Sex and Health Education (RSHE) that promotes wellbeing, healthy relationships, respect for others, safeguarding awareness, and responsible citizenship. This contributes to pupils' personal development and prepares them effectively for life in British society and the wider world.

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/TPR 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 of how they can contribute positively to their lives of those living and working in the locality in which Davenies is situated, and to 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 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.*

- ***Careers Guidance***

As a Prep School which has boys in Years 7 & 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 and 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 & 8 are also given opportunities to listen to speakers from a range of different backgrounds and careers, deliver talks about their experiences and perceptions. Careers-related learning features through leadership opportunities, the enrichment programme, visiting speakers and the transition preparation and the Year 8 Leavers' Experience.

As part of the Leavers' Experience, pupils are exposed to a wide range of professions, pathways and workplaces during a Careers Fair and are encouraged to reflect on their strengths, interests and aspirations. Professions include medicine, finance, sports, police, cyber security, artificial intelligence, aviation, renewable energy, optometry, engineering, law, biopharmaceutical and retail to give a breadth of experiences.

Any advice given about future careers is done so without bias. With boys of this age, it is important to enable pupils to know themselves, their strengths, weaknesses and areas of interest and to encourage them to fulfil their potential. We aim to give the pupils as many opportunities and experiences as possible, to enable them to make decisions that are more informed in later years.

- ***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 co-curricular activities which, broadly speaking, offer a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities. The menu changes every term with up to fifty areas of experience providing a plethora of opportunities. In addition, the school has a thriving Music Department with a range of musical groups and ensembles to participate in and an active Drama department that encourages all boys to take a turn on stage at least once during the academic year.

See Co-Curricular Policy for more information about inclusiveness.

- ***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, and within the remit of the school's offer.

The School acknowledges its responsibility, within the bounds of reasonable adjustment, to identify, assess and make appropriate provision for children with disabilities. Implementation of Special Educational Provision [SEP] overseen by the Head of Learning Support, in conjunction with Senior Leaders responsible for educational phases within the school, and the Deputy Head Teaching and Learning. The Learning Support Department can provide in class support, support away from the classroom, Individual Learning Plans [ILPs] and guidance to the class teachers.

Teachers monitor the progress of pupils who have English as an Additional Language; further support for language acquisition can be provided for pupils as required, within the remit of the school's offer [*see EAL Policy for further details*].

Teaching staff work together to identify any pupils who may show a particular aptitude for subject/s, and plan for these pupils accordingly [*see More Able Policy for further information*].

Within the remit of the school's offer, all reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared to non-disabled children [*see SEN and Learning Difficulties Policy, and Education & Welfare Provision for Pupils with an 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 number of councils which the boys sit on and which give the students a voice on key areas of the school. The School and Food Councils are made up of members from each form in Year 3 and above. Each term boys are selected and they serve for one term. Two meetings, chaired by the Deputy Head Operations/Facilities Manager and Bursar/Chef, respectively, are held per term. The boys are asked to raise matters of concern that have been put forward by the form and to make suggestions. This information is relayed back to form teachers and the Council for feedback to the form. Boys can also apply to be on the Eco Council, which is chaired by the Head of Sustainability.

The House structure supports local and national charities. These are organised by the pupils and all money raised (plus being matched by the Friend of Davenies) goes to their selected charity.

All pupils from Year 4 and above have the chance to attend a residential trip. These help to build character, self-esteem and give opportunities to build teamwork and leadership skills. Year 3 have a Residential Week on site, consisting of being off timetable, which culminates in a camp out on the school field for one night.

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

All boys in Year 7 & 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. The Leavers' Programme builds on this with a careers fair, careers in crime workshop, planning and teaching a lesson to younger boys, financial management activities and life skills, such as first aid, ironing/sewing and DIY.

After Common Entrance, the boys in Year 8 embark on a 'Leavers' Experience', which includes, under normal circumstances, not only the usual outward-bound activity, but a series of especially timetabled events to prepare them for the wider world, from careers guidance to ironing a shirt and car maintenance.

Overall responsibility for the Curriculum & Monitoring/Evaluation

The Headmaster, the Deputy Head Operations, the Deputy Head Teaching and Learning, Deputy Head Pastoral, Head of Pre-Prep, Head of EYFS and Head of Learning Support, Inclusion and Pupil Outcomes 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).*

The curriculum is designed to be ambitious for all pupils and to provide a coherent progression of knowledge, skills and understanding. It reflects the school's aims and values, responds to the needs of pupils and prepares them successfully for the next stage of their education and future lives. The curriculum is regularly reviewed to ensure that it remains relevant, inclusive and effective. Assessment information is used to identify strengths, gaps and next steps in learning, enabling teachers to adapt provision and ensure appropriate challenge and support.

Curriculum effectiveness is evaluated through evidence-informed analysis. This includes lesson observations, learning walks, work scrutiny, pupil voice, assessment data, pupil progress meetings, departmental reviews and annual curriculum review processes to ensure that ambition is real for every pupil.

Data Protection

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

Updated: **Autumn Term 2026, Deputy Head Teaching and Learning**
Review: **Autumn Term 2027, Deputy Head Teaching and Learning**