



# CURRICULUM POLICY

## Aims

- To provide the disciplined, respectful, safe and inclusive environment that allows the development of the academic, personal and social potential of each child
- To encourage and support all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative and curious to take responsibility as young leaders
- To uphold British Values and promote traditional standards of respect, courtesy and kindness

## Ethos

St David's actively grows young learners and leaders who are encouraged to promote the core values through their learning and every day experiences. St David's is a school that develops values and confidence in every pupil, to help to prepare them for life at and beyond school. This is done through a broad and holistic education. All pupils should have an experience that includes a better understanding of their place with others and in the world, and their responsibility to the environment in which they live. This co-exists with a rigorous academic education, where hard work is seen as a core virtue. Our core values are our strong sense of community, our community spirit, our respect and kindness for one another and our willingness to work hard and confidence, summarized in the qualities of our Language of Learning (perseverance, resilience, self-motivation, independence, curiosity, creativity, responsibility, respect and kindness, and reliability) pupils and their families of any or no faith. The school upholds Christian values, but welcomes pupils and their families of any or no faith. The community of St David's is genuinely kind, supportive and caring. Everyone is encouraged to show compassion, care and respect for all members of the school community. The ethos of community extends beyond current pupils and staff, to include Old Davidians, parents, the Wishford Group and all who have an attachment to St David's.

## 21<sup>st</sup> Century and Curriculum

Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. They need to develop the skills to analyse, synthesise and evaluate information from a wide variety of subjects and sources. Pupils must develop strong critical thinking, interpersonal and communication skills. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world.

Through a rich and varied curriculum, we are preparing children for the world they live in and will live in. They will have begun their preparation for the world of work and started to consider their responsibility as global citizens.

Well-established planning and homework habits, working at the best pace for them, participating, presenting their work and behaving appropriately, persevering, learning through feedback and responding to next steps marking take the pupils forward and build best work ethic.

## **The Parents' Curriculum**

In order for parents to engage with enthusiasm and knowledge in their children's learning, we teach them about:

- being safe on and offline;
- wellbeing;
- reading methods;
- building learning power;
- how best to support their children's independence; and
- planning and preparing the next stage of their child's education

## **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are taught each term, and to which groups of children. We review this long-term plan on an annual basis to ensure there is an appropriate breadth and depth of coverage.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. Consideration is given to the needs of individual children to ensure that they are all provided with appropriate support and challenge. We follow and build upon National Curriculum guidance.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. They are annotated, where appropriate to support future learning.

## **The Curriculum and Inclusion**

The curriculum in our school is designed to be accessed by all children who attend the school. It is important to offer appropriate challenge commensurate with a child's capacity as they grow and develop. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

In line with the SEND code of Practice, our aim is for all pupils, including those with English as an Additional Language (EAL) to have equal access to a broad, balanced curriculum which is relevant to their needs and abilities

In the light of formative and summative assessment, teachers constantly plan how to adapt their core teaching putting in place high quality, well – targeted, appropriately resourced, suitably challenging teaching for all in lessons.

Targeted literacy support is provided to relevant pupils, according to need, on a small group basis by a specialist tutor. The SENDCo monitors rates of progress.

If a child is not making progress or we feel they have special needs or disabilities, we consult with parents and involve the appropriate external agencies regarding the assessment of needs and recommendations for support. The child is added to the special needs register and a pupil profile outlines the nature of the special need and the SEND support to be put in place. This is reviewed on a regular basis.

Where a child is particularly able in one or more subjects, they will receive further challenge. This may take many forms and could include moving to different classes, developing independent research skills, encouraging higher order questioning and problem solving to provide an appropriate level of challenge.

## **The role of the subject leaders**

The role of the subject leaders is to:

- provide a strategic lead and direction for each subject;
- support and advise colleagues on issues related to each subject;
- monitor pupils' progress and the provision in the appropriate subject area;

- provide efficient resource management for each subject
- Oversee long and medium term plans for their subject

It is the role of each subject leader to keep up to date with developments in their subjects, at both national and local level. Individual teachers taking an overview of one or more subjects, according to expertise, training and interest, facilitate this. The subject leaders review the way subjects are taught in the school, observe relevant year groups, and plan for improvement, if necessary. This development planning links to whole-school objectives. Each curriculum leader reviews curriculum plans, ensures that there is full coverage and sees that progression is planned into schemes of work. Where possible, non-contact time will be made available to fulfil these duties, as deemed necessary by the SLT. Each subject leader has the opportunity to lead professional development sessions for staff during regular staff training times.

### **Wellbeing**

It is important that pupils feel safe, happy and well in school as these things are central to successful learning. At St David's we support pupils' wellbeing in a variety of ways recognising that pupils may require different support at different times in their school journey.

Excellent pastoral care systems, the PSHE curriculum, whole school initiatives, partnership with parents and guardians and taking opportunities to listen to children are key to pupil emotional wellbeing. PE and sport, understanding the importance of diet and nutrition help to develop physical health and wellbeing. Emotional intelligence is developed by building self-knowledge through experience, learning, and providing opportunities for all to engage with mental health strategies such as mindfulness and reflection. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence.

### **Leadership**

All pupils are taught to take responsibility for themselves, their belongings and to care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference. They learn that they will keep growing and changing and are prepared to take different roles and responsibilities as they do so. As they master different responsibilities and gather increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.

### **The Early Years Foundation Stage ("Early Years")**

In the Early Years, we follow the principles embodied in our Early Years Policy. Throughout the Early Years, we aim to cover and extend the experience of the children beyond the Early Years Foundation Curriculum.

#### **The prime areas of learning:**

- communication and language;
- physical development; and
- personal, social and emotional development.

#### **The specific areas of learning:**

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

#### **Characteristics of effective learning:**

- playing and exploring;
- active learning; and
- creating and thinking critically.

Further information regarding Early Years is found in the specific Early Years Policies.

## Curriculum Subjects

**English:** Our high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Children are able to immerse themselves into the varied texts that are presented to them. Reading also enables pupils both to acquire knowledge and to build on what they already know. Literature, especially, plays a key role in such development. Pupils develop competence in communication/literacy (speaking, listening, reading and writing), and learn to apply these skills to other areas of learning. Drama focuses particularly on developing listening, speaking and performing skills.

The subject leader provides key support and monitors the provision across all year groups. Constant assessment and screening, where necessary, of individual pupils, ensures the correct groupings and strategies are put in place for each child. Extra small support groups are in place for years two-four and these are frequently adjusted by the specialist phonics practitioner who liaises with class teachers and parents. Pupils in KS2 take ownership of their targets using the writing ladders that are accessible to them in their English books.

**Mathematics:** Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Pupils develop a deep understanding and mastery of mathematical skills, particularly involving number, space, shape and data handling, which they apply to other areas of learning.

Mathematics teaching is planned carefully across all year groups in order to ensure that all children are working at a level that is appropriate to their age, knowledge, ability and learning style.

**Science:** Science is vital to the world's future prosperity and continues to change lives. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science and we seek to inspire them through a number of opportunities beyond the curriculum such as visits from a local scientist or to local places linked to science topics. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are encouraged to consider how they might make a difference and solve some of the world's greatest challenges one day by using their knowledge, creativity and thinking skills to think outside the box.

**Computer Science, Design and Technology, Engineering and cross-curricular Science, Technology, Engineering and Mathematics (STEM) projects:** Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and learn to apply these skills across other areas of learning.

Our use of electronic resources, including hand-held devices, interactive whiteboards, tablets and personal computers allows us to develop the technologically literate generation of both pupils and staff. An e-blended learning environment combining e-learning and traditional methods leads to more self-paced and differentiated learning. Opportunities for leadership in this area are in place and a club to develop further interest and passion is offered in KS2.

## **Making sense of the world, community, Democracy and Inclusion**

As global citizens, our pupils will develop a sense of themselves by participating in cosmopolitan democracy and discovering how they can contribute to building a better world. They are encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities.

Our school plays an important part in fostering a stronger community spirit in the locality. We also want our pupils to understand that they are part of the national and global communities. We encourage them to think globally and act locally, embracing, valuing, respecting and celebrating difference. Through visits to local 'older people groups', bringing gifts for Harvest and Christmas children learn about those in their wider community and how they can include them.

## **Social, moral, spiritual and cultural education (SMSC), Relationships Education:**

Social, moral, spiritual and cultural education can only be partly pinned down to teaching in PSHE Education; it occurs every day and, in all encounters, as well through a myriad of subjects. PSHE Education supports the development of the whole child and enables them to explore their position and role in the wider world. Through PSHE education, opportunities are provided to develop the understand of how people interact with each other, the rule of law, responsibility for behaviour as well as the challenge of individual liberty and choice. Relationships education forms part of the PSHE curriculum and enables children to consider different types of relationships, how they will change and develop as they grow. Pupils spiritual and mental development is supported through regular times of reflection and mindfulness sessions as well as formal teaching. Religious Studies teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for all. In addition, every relevant opportunity to discuss and understand the implications of living alongside different religions and cultures is promoted.

## **Modern Foreign Languages:**

At St David's we seek to create internationally minded, curious, communicative learners who have exposure to a variety of different languages. This in turn leads to a tolerance and respect for different cultures and ways of living, and promotes global identity and citizenship.

Children begin learning French informally from the very start of their time at St David's, delivered through songs, games and puppetry, and this continues through Pre-prep, building the foundations for language learning. In Prep, children experience 2 'taster years' of Spanish and Italian, before returning to consolidate their French in preparation for secondary school. Our aim is to inspire all pupils to be bold and inquisitive with new languages, whilst preparing them well for a more grammatical language focus in due course.

Given how rapidly our world is changing and evolving, adaptability and being able to apply language learning skills to a variety of languages can help to equip our pupils with the confidence to embrace many scenarios, as yet unknown!

## **The Humanities:**

Understanding how people, their actions and the environment have influenced and continue to influence society is the basis of the Humanities curriculum. Gaining a coherent knowledge and understanding of Britain's past and that of the wider world, history inspires pupils' curiosity to know more about the past. Through studying History, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups including themselves.

The study of Geography equips pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features are shaped, interconnected and change over time.

The curriculum extends to such initiatives as Forest School, using our extensive wooded and grassed grounds where children can explore, be imaginative and get messy in a safe and controlled environment and in all

weathers. It also includes many extra-curricular events and trips to museums, theatres and local areas of interest.

### **Entrepreneurial and economic literacy:**

Through a variety of means, pupils will be given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore difference and prepare for the world of work. Through a variety of experiences, pupils resolve difference, learn to adapt to change, work together, solve problems, learn through failure, persevere and become resilient.

Enrichment and the Co-Curriculum: Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. We provide our children with a wide range of experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

### **Expressive and Creative Arts**

The Expressive and Creative Arts are central to our curriculum and there is a rich and established tradition of them at St David's. By engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensembles and in dance to practise and perform. Performing and expressive arts help develop a sense of identity. Pupils experience and learn to value local, national and global culture. Display projects are key to this.

By learning to express themselves and through experiencing these aspects of the curriculum, pupils are helped to gain confidence, reduce stress and take pride in their achievements. They also learn and celebrate collaboration, discipline and creativity.

### **Preparing for the World of Work**

Pupils learn to adapt to each next stage of their education as they progress from the Early Years, through KS1 and KS2, succeeding in key progress markers and/or exams. They are prepared for examinations for entry into a wide range of senior schools. They learn how to work for goals, manage and even thrive under pressure. Children are tested regularly in academic lessons and strive to succeed. They are encouraged to understand that learning results from getting things wrong and this builds resilient learners who are willing to have a go at most tasks. Learners are encouraged to ask for help and guidance, taking on board the 'power of YET...I can't do it YET'.

Work education is part of their experience, introducing them to the world of work and allowing them some experience thereof. School council, Heads of School, House Captains, Sports Captains Prefects and other responsibility roles build leadership skills. Pupils take advantage of leadership, enterprise and service opportunities and grow in experience and character as a result.

### **Monitoring and Review:**

The Head and team are responsible for monitoring the way the school curriculum is delivered. This is reported on by the subject leaders. This is overseen by the Wishford Executive through the Director of Studies

The Director of Studies oversees the quality of the different subjects and with the respective subject leaders, monitors the way these subjects are taught. The Director of Studies also liaises with the SEND coordinator, to ensure pupils with SEND are appropriately supported

The Head is responsible for the day-to-day organisation of the curriculum, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

The Senior Leadership Team and Subject Leaders monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are

used. Subject leaders also have responsibility for monitoring the way in which resources are used and managed and advise on what is needed.

This policy is monitored by the senior leadership of the Wishford Schools group and will be reviewed every two years, or before if necessary.