ST DAVID'S PREP

CURRICULUM

POLICY

Last Review Date	Significant Changes
October 2022 **November 2023**	• Rewording catch up curriculum so that it also includes reference to other reasons why a child may need support. • Added more to RE statement in SMSC section of the policy and referred to the use of school grounds for times of reflection by children. • Statement added concerning EDI to SMSC section of policy. • Changed MFL section to reflect languages currently taught. • Took out catch up curriculum • Added character education to values section • Added adaptive teaching to section on inclusion • Added further detail to SENDCO support
February 2024	• Reviewed and small changes made
October 2025	• Reviewed to include PLP programme, some small changes made
September 2026	• Reviewed and small changes made, including pupil leadership

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 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 everyday 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 curriculum with a focus on character 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.

21st 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
- planning and preparing the next stage of their child's education

To further assist our parents in understanding the strategies used in the classroom, we offer Parent Information sessions to share methods used in the classroom across all areas of the curriculum, including phonics, spelling and mathematical strategies.

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.

Teachers are given time out of class to enable them to plan their lessons and complete other administrative tasks in school. The aim is to provide a minimum of 10% protected time for full time teachers with part-time staff receiving a pro-rata entitlement. The SLT reserves the right to ask staff to provide cover for absent colleagues as necessary.

We pride ourselves on delivering lessons which are well planned, engaging and motivate our children to expand their understanding of new concepts and challenging their existing perceptions of the world. To assist teachers with their planning, we have subscribed to several educational

schemes. These are designed to be a guide when devising lessons and should not be followed exclusively. It is the passion for a subject and the desire to inspire children that creates good learning. This only comes through rigorous and thoughtful planning by the teacher who is delivering the lesson, and reliance should not be placed solely on the regurgitation of a scheme.

Planning considers the ages, aptitudes and needs of all pupils including those pupils with an EHC plan (Education, Health, Care) and ensures opportunities to uphold the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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. Our teachers use an approach of adaptive teaching, constantly monitoring a child's progress through each lesson and providing the levels of support and challenge needed by each particular pupil. 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.

To support the development of our pupils, we have introduced the Personalised Learning Programme (PLP) for all children in Year 1 – 6. These sessions take place at the end of the school day, running from Monday to Thursday for Years 1 – 3 and spanning the whole week for Years 4 – 6. A personalised programme is created for each child by their form tutor based on their academic profile and personal interests. This programme has been designed to support, challenge and enrich pupils by empowering them to achieve their full potential. Within this, the goal is to support each child's individual areas for development and extend their areas of strength while they also develop their unique talents and passions through enrichment sessions. This is also an opportunity for them to engage in new experiences and discover new passions.

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 support is provided to relevant pupils, according to need, this may be through in - class support or individual or small group interventions such as PLP. The SENDCo monitors all of these interventions, including those run by other teachers or teaching assistants, and assesses 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 working in small groups during PLP sessions, developing

independent research skills, encouraging higher order questioning and problem solving to provide an appropriate level of challenge.

The Role of the Subject Leader Teams

The role of the subject teams 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 PSHEE 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 and 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 charitable and service opportunities.

In Year 6, we offer pupils the opportunity to develop their leadership skills through positions of responsibility such as Head of School, House Captains and Prefects. This group of children meet regularly with the Deputy Head teachers to discuss issues related to school life and to prepare for the weekly achievement assembly which the children are responsible for planning and leading.

The Early Years Foundation Stage ("Early Years")

In the Early Years, we follow the principles embodied in our Early Years Policy and the EYFS Curriculum (2023). 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;
- personal, social and emotional development.

The Specific Areas of Learning:

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

Characteristics of Effective Learning:

- playing and exploring;
- active learning;
- 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. At St David's Prep pupils will develop their communication skills and increase their command of language through listening, speaking reading and writing. 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. All children are expected to read with an adult at least once a week, either through one-to-one reading sessions or as part of Guided Reading. Pupils identified as key readers or those requiring additional support are heard read daily to help develop fluency, comprehension and confidence. This regular monitoring enables staff to identify any barriers to progress and provide timely, targeted intervention where needed. 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. All work is marked in accordance with our marking policy. Where appropriate, extended writing tasks and comprehension marking should include 'next step' marking which children are encouraged to respond to.

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. We aim to develop their capacity to think logically and express themselves clearly their knowledge and understanding of mathematics is developed in a number of ways including; practical activity, exploration and discussion. 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 and ability. From Year 2, children are taught in ability-based groups to ensure the curriculum is being delivered at an appropriate level for each child. Children are encouraged to develop a reflective understanding of their learning in Mathematics and regularly assess their own understanding of the topics taught. They use a traffic light system to indicate how confident they feel about their learning at the end of each lesson. This enables teachers to identify pupils who may need additional support and to provide targeted intervention, helping to build both confidence and achievement in the subject.

Science: In Science we aim to increase pupil's knowledge and understanding of nature, materials and forces and develop the skills associated with science as a process of enquiry. For example, observing, forming hypothesis, conducting experiments and recording findings. We seek to inspire them through a number of opportunities beyond the curriculum such as visits from a local scientist, interactive workshops and trips to relevant museums or other places linked to science topics. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of explanation and develop a sense of excitement and curiosity. 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 challenges using their knowledge, creativity and thinking skills to think outside the box.

Computer Science and technology: 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. Opportunities for leadership in this area are in place and a club to develop further interest and passion is offered in KS2. Our children in upper Key Stage 2 are also able to take part in the lego robotics challenge- an exciting opportunity that gives our pupils a glimpse into the future of computing.

Making Sense of the World, Community, Democracy and Inclusion

As global citizens, our pupils will develop a sense of themselves by participating in 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 council meets regularly to discuss issues relevant to the children, with council members being elected by their classmates at the beginning of each academic year.

Our school plays an important part in fostering a strong 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 bringing gifts for Harvest and Christmas, helping at local food banks and supporting different charities children learn about those in their wider community and how they can include them. Children in Year 6 take part in our Silver Stories programme where they read at local sheltered accommodation. We try to invite a diverse range of speakers into the school including inviting in parents to talk about religious festivals such as Diwali, former pupils to talk about their experiences and success beyond St David's, and local charities and groups with a message to share.

Our Eco committee play a prominent role within the school, frequently leading assemblies and spearheading new initiatives such as blister packet recycling and food waste awareness. The committee is led by a member of Year 6, and all other members are chosen on the merits of their application forms.

Social, Moral, Spiritual and Cultural Education (SMSC), Relationships Education:

Social, moral, spiritual and cultural education can only be partly pinned down to teaching in PSHEE; it occurs every day and, in all encounters, as well through a myriad of subjects. PSHEE supports the development of the whole child and enables them to explore their position and role in the wider world. It encourages respect for other people, paying particular regard to the protected characteristics as set out in the 2010 Equality Act and the importance of inclusion, equality and diversity. Through PSHEE, opportunities are provided to develop understanding 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 develop an understanding of relationships education at an age-appropriate level. In the summer term, all children attend RSE lessons to help them understand how they are growing and changing, and how their relationship at home and in school are developing. Parents may exercise their right to withdraw them from certain lessons.

Pupils spiritual and mental development is supported through regular times of reflection and mindfulness sessions as well as formal teaching. Regular use is made of the school grounds and woods beyond for pupils to experience the wonder of nature. Pupils develop their understanding of social and moral aspects of the curriculum through events such as donating to charities and participating in the 'silver stories' scheme where pupils read with people in a residential home.

Religious Studies teaches pupils about different religions, traditions and cultures and promotes respect, sensitivity and tolerance for all. It aims to 'teach about' the religion as well as encouraging the children to think about what they can 'learn from' their study. In addition, every relevant

opportunity to discuss and understand the implications of living alongside different religions and cultures is promoted. Children are taught that there are 'no outsiders' and everyone is valued for the unique contribution that they bring.

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 Spanish informally from the very start of their time at St David's, delivered through songs, games and puppetry. This continues more formally through to Year 4, building the foundations for language learning. In year 5 children develop their knowledge of French, whilst year 6 experience the richness of Latin. 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. We also run a British sign language club for those who want to develop their language learning further.

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 both in and out of the classroom, 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 to 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 in choirs, in ensembles and in dance and drama to practise and perform. Performing and expressive arts help develop a sense of identity, personal, imaginative and practical responses. Pupils experience and learn to value local, national and global culture.

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. Even our youngest pupils have the opportunity to develop these skills through assemblies and class productions.

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 and service opportunities and grow in experience and character as a result.

Monitoring and Review:

The Head and SLT are responsible for monitoring the way the school curriculum is delivered. This is overseen by the Wishford Director of Education.

The Academic Deputy Head oversees the teaching and learning of all subjects and monitors the way these are taught. All plans should be uploaded to the relevant Year Group folder to allow for regular scrutiny by SLT. Medium Term plans should be ready for the end of the first week of a new half term, and weekly plans should be uploaded on a Friday prior to the week they are being taught. To ensure that all pupils are able to fully access the curriculum all teachers liaise with the SENDCo where appropriate.

This policy is monitored by the Wishford Director of Education during the annual Governance review.