

CURRICULUM POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

Introduction

Our aim is to provide an all-round engaging education in a supportive and happy environment, designed to challenge and motivate every child. It is our aim to educate 'the whole child' - academically, socially, morally and emotionally - through a broad, balanced and stimulating curriculum that enables pupils to thrive in their next school and beyond.

At St David's, the curriculum is rich, varied and accessible to all pupils. It is designed to promote independent and enquiring minds through questioning and thoughtful discussion, with an emphasis on preparation for entrance examinations at age 11. Our curriculum provision enables all pupils to have the opportunity to learn and make progress, including those with special educational needs and disabilities, those of whom English is an additional language and the most able. The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation whilst also fostering a lifelong love of learning.

St David's provides part-time (Nursery) and full-time supervised education of pupils of compulsory school age until the end of Key Stage Two.

School Aims and Ethos

The delivery of the curriculum reflects the school ethos and its aims which are to:

- Enable our pupils to achieve and celebrate the highest standards of academic, cultural and physical achievement of which they are capable, by providing full-time supervised education for pupils of compulsory school age. Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, physical and religious education.
- Enable pupils to acquire skills in speaking, listening, literacy, numeracy and digital literacy.
- Enable all pupils to have the opportunity to learn and make progress, including those pupils with an EHC plan, special educational needs or learning difficulties and the most able (see also Gifted and Talented Policy/Special Educational Needs & Disability Policy) and take reasonable steps to provide opportunities for pupils to develop whose home language is not English (see also English as an Additional Language Policy).
- Value pupils as individuals, responding to their needs in small class groups, drawing out and developing their varied talents, interests and potential.
- Provide a friendly, family atmosphere which is conducive to learning and where courtesy, kindness, tolerance and consideration for others are fostered in all pupils.
- Provide personal, social, health and economic education, by way of a comprehensive PSHE scheme of work (Jigsaw) alongside a schedule of whole school assemblies (See PSHE and Collective Worship & Assembly policies).
- Develops their spiritual, moral, social and cultural understanding (SMSC).
- Equip our pupils (through the delivery of relationships, health and sex education) with the information, skills and values they need to be safe and healthy, and to enable them to manage their academic, personal and social lives in a positive way. (See the Relationships, Health and Sex Education Policy)

- Encourage the development of a growth mindset and other positive character traits (such as tolerance, respect and honesty) among the pupils (See PSHE policy).
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Provide adequate preparation for entrance into appropriate secondary schools.
- Provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society, in a manner that is appropriate for pupils under the age of eleven.

The Early Years Curriculum

An exciting and challenging curriculum is planned based on observations of pupil's needs, interests, and stages of development across the seven areas of learning, to enable the pupils to achieve and reach their full potential.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting pupil's curiosity and enthusiasm for learning, building their capacity to learn, form relationships and thrive.

The three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The three prime areas are reinforced via the four specific areas below;

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Pupils are offered a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. The school's aim is to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Staff write long term and medium-term plans using the EYFS framework based on a series of topics each of which offers experiences in all seven areas. These plans then inform short-term weekly planning, alongside observations, which remain flexible for unplanned circumstances or pupils' responses.

Practitioners working with pupils in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all pupils need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the pupils move through the Early Years at St. David's School and grow in confidence and ability within the three prime areas.

Pupils have whole class, small group and individual times with practitioners throughout the EYFS.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework:

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

A balance is planned between pupils having time and space to engage in their own child-initiated activities and those that are led by adults. During pupil play, early years practitioners interact to stretch and challenge pupils further.

In planning and guiding pupil's activities, the staff reflect as practitioners on the different ways that pupils learn and implement this in their practice.

A stimulating environment both in the outside environment and inside the classroom is created.

Observation and Assessment

As part of daily practice, staff observe and assess pupil's development and learning to inform planning. Observations are recorded in a variety of ways. Observations may be written, or photographed and recorded using the Tapestry On-line Journal. Reports are written for the Parents' Evenings and more formal reports are delivered at the end of each term.

Within the final term of Reception, parents are provided with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.

The Primary Curriculum

The St David's curriculum is organised so that it satisfies and further extends the requirements of the National Curriculum in all subjects.

The curriculum aims to be broad and balanced, to develop pupil confidence and self-esteem, to prepare pupils well for entry into Senior Schools at 11+ and, eventually, for the opportunities, responsibilities and experiences of adult life. Based on the National Curriculum and 11+ requirements the St David's curriculum achieves depth and breadth. It is, however, flexible to adapt to meet the ever-changing needs of our pupils.

The curriculum at St David's provides pupils with linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, physical and religious education as detailed below:

- ❖ English: The curriculum is broken into five main elements: Reading, Writing, SPAG (spelling and grammar), Speaking & Listening and Drama. Teaching is based on the national curriculum however we aim to ensure every child is stretched to achieve their potential and therefore some more-able pupils are taught from the next year above or from the secondary school curriculum. We use a multi-media approach to teaching English; using film clips and ICT where possible as well as using a variety of teaching methods and strategies to ensure all children are fully motivated and engaged.
- ❖ Mathematics: A spiral maths curriculum is used throughout Reception, Key Stage 1 and 2 to cover all the core areas of Numeracy, Shape and Space, Data Handling, Problem Solving and Mental Mathematics. Teaching goes above and beyond the National Curriculum as part of preparation for 11+ examinations. Knowledge and understanding of Mathematics is developed in a variety of ways including practical activity, exploration, investigation and discussion.
- ❖ ICT skills and Computing are taught from Reception through to Form 6. Pupils are equipped with the skills that they need to understand and apply the fundamental principles and concepts of computer science, including programming, logic, algorithms and data representation. Pupils become digitally literate so that they are able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.
- ❖ Science is taught by a specialist teacher from Form 1 to Form 6. The emphasis in Key Stage 1 is based on practical work and as the pupils progress through to Key Stage 2 the emphasis on practical work continues alongside more formal work. A key focus of the Science Curriculum is to equip pupils with the essential aspects of knowledge and the skills necessary to enquire, observe, form hypotheses, conduct experiments and record their findings.
- ❖ French is taught by a specialist teacher from Reception to Form 6. A variety of resources are used, with a large emphasis on practical oral/aural skills especially in the younger years. During Key Stage 2, pupils cover the Year 7 national curriculum for French, spread over the four years. This means that they practice all four disciplines of learning a foreign language: listening, speaking, reading and writing.
- ❖ Music is taught by a specialist to all pupils in the school. Music inspires pupils to develop a love for music and to find their individual musical talents. This develops self-confidence, creativity and sense of achievement. Pupils are encouraged to find their singing voices, will learn to play musical instruments and will be taught to listen to, appreciate and evaluate a wide range of

music genres. Musical rudiments are also taught through the medium of instrumental work and composition.

- ❖ Art and DT is taught by a specialist teacher to pupils from Form 1 to 6. The curriculum aims to give pupils access to a broad range of skills and techniques. Core skills cover: Drawing,

Painting, Collage, 3D, Printing and Technology (including photography, animation, 3D printing etc). Topics are broken down into 4 sections: Exploring and Developing Ideas, Investigating and Making, Evaluating and Knowledge and Understanding. Children in Key Stage 2 keep track of their progress in a sketchbook.

- ❖ Geography is taught to all pupils from Form 1- 6. Schemes of work allow pupils to understand both the physical and human elements of Geography and its importance and relevance to the world. Pupils develop an awareness and understanding of how to become better global citizens. A wide range of topics are covered including 'Modern Britain – Multicultural Me', 'Mighty Mountains' and 'Global Gardens'.
- ❖ History is taught to all pupils from Form 1-6. The use of artefacts provides a fascinating insight into the past and allows pupils to develop a deeper historical understanding. A wide range of topics are covered including Florence Nightingale, Egyptians and World War 2.
- ❖ Religious Education is taught by a specialist teacher to all pupils from Form 1 to Form 6. More than half of our RE syllabus is based on the Christian faith but within Key Stage 2 the children also learn about Buddhism, Hinduism, Islam, Judaism and Sikhism. Alongside this, pupils are encouraged to explore and reflect upon human experience, and to consider their own personal beliefs and responses to questions relating to the meaning, purpose and value of life.
- ❖ PE & Games are taught by specialist teachers to all pupils. PE lessons include gymnastics, dance and ball skill lessons allowing pupils to develop through individual and groups tasks. In the upper school pupils have the opportunity to design and lead games to their younger peers. Games lessons allow pupils to be actively involved in invasion games such as netball, football, korfbal, hockey, some within a competitive environment.
- ❖ PSHE is taught by Class teachers who follow 'Jigsaw' scheme of work. Half-termly topics include: 'Being Me in my World', 'Celebrating Difference' (including anti-bullying, cyber and homophobic bullying), 'Dreams and Goals' (including aspirations and contributions to society), 'Healthy Me' (including drugs and alcohol education, lifestyle choices), 'Relationships' (including conflict resolution, bereavement and loss) and 'Changing Me' (including puberty). Relationships, Health and Sex Education is taught within the Jigsaw scheme (see RHSE policy) and the pupils are encouraged to respect other people, paying particular regard to the protected characteristics set out in the 2010 Act(a).
- ❖ Our 'Creative Curriculum' is taught as part of the Key Stage 2 curriculum from Forms 3 - 6. These lessons help pupils develop a range of skills such as musical composition, textiles, research skills, debating, drama and animation skills.

For more detailed information about what is taught in each subject area, please see our individual subject policies. For more information about the role of the subject leader please see the Staff Handbook.

At all phases the curriculum is planned in a manner that differentiates learning and teaching according to the spectrum of pupil learning needs at St David's School. Teachers differentiate for pupils with learning difficulties and disabilities (LDD), pupils with special educational needs and/or disabilities (SEND), pupils who have English as an additional language (EAL) and the more able pupils. (See SEND Policy/EAL Policy/Gifted and Talented Policy) Pupil learning and attainment is regularly assessed through both formative and summative assessments, which inform future planning.

Educational Visits and Extra Curricular Activities

There are regular class visits to museums, study centres, theatres and historical/ geographical places of interest to support learning in various curriculum areas. Theatre companies and musical ensembles etc., also visit us in school. All these experiences in and out of school help enhance the curriculum and prepare pupils for senior school life, as well as preparing them for the opportunities, responsibilities and experiences of adult life. (Please see Off-site Educational Visits policy for more details.)

To enhance our curriculum provision, we also provide a range of extra-curricular activities and clubs which are optional for children to participate in.

Spiritual, Moral, Social and Cultural Education

The school endeavours to promote the spiritual, moral, social and cultural development of the pupils through the PSHE scheme, the Religious Education Policy, assemblies and form time. All subjects also contribute to the pupil's SMSC development and subject leaders carry out regular audits to ensure this. It is also considered important to encourage the pupil to express themselves creatively through Music, Drama, Art and Design. The Physical Education programme provides the pupils with opportunities for development of skills in all its aspects, as well as encouraging team spirit through full participation in House events. Ideas discussed at School Council and Eco-Rep meetings often present opportunities for the whole school to deepen and broaden its Spiritual, Moral, Social and Cultural Education. The introduction of a whole school currency and banking system, fosters financial understanding from a young age, with opportunities for pupils to 'earn, spend or save' in Forms 1 – 6.

Pupils receive preparation for the opportunities, responsibilities and experience of adult life as evidenced in the PSHE programme and in the individual subject schemes of work. In addition, the following provide experience for pupil development:

- Residential trips in Forms 4 and 6 – to encourage independence
- Responsibilities throughout the school and in each class
- Opportunities to represent the school in a variety of competitions
- Leadership positions in Form 6 such as Head Boy, Head Girl, Heads of Houses and Games Captains
- Dragory earning jobs for Form 5 and 6
- School Council and Eco Reps – a member from each class, Forms 1-6
- Fundraising activities for charities chosen by pupils
- The Enterprise Project (LifeLab – Young Minds at Work), Micro Society and Navigate London in Form 6

This policy is to be read in conjunction with the following related policies:

Gifted & Talented
 Assessment, Recording and Reporting
 Collective Worship and Assembly
 English as an Additional Language
 Off-site Educational Visits
 PSHE
 Relationships, Health and Sex Education
 Special Educational Needs and Disability
 All Early Years Policies
 All individual Subject Policies

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