



Curriculum Policy

Date published:

Reviewed:

Next review: September 2025

All staff have access to this policy and have read, agreed, and will adhere to its contents.



The curriculum at The Davenport School has been designed to support the academic, personal, and emotional development of our pupils. It reflects the formal requirements of the National Curriculum, meets the specific needs of the pupils, and aims to provide experiences that enrich and support academic attainment

Core Values

Our Core Values underpin the curriculum:

Confident Happy Ambitious Respectful Motivated

When pupils demonstrate the Core Values the school is a safe, fair, inclusive, and enjoyable environment to learn in.

All learning incorporates BLOOM, our approach to developing confident, curious learners who value their education and enjoy their time in school.

Be curious
Learn from your mistakes
Open your mind to new ideas
Observe the world around you
Make connections

Aims

Our curriculum aims to:

- Provide a broad, balanced, ambitious education that is carefully sequenced and coherently planned to support all pupils to make progress
- Enable all pupils to develop the skills and knowledge to become confident and ambitious learners
- Teach the foundation skills of literacy and numeracy
- Place reading at the heart of learning
- Support the spiritual, moral, social, and cultural development of pupils
- Develop healthy, happy individuals who know how to keep themselves safe and are confident in seeking advice, help, and support
- Teach the Fundamental British Values and British cultural heritage
- Develop young citizens who are empowered to take an active role in society and understand their rights and responsibilities
- Promote a love of learning and the development of personal resilience that prepares children for the next stage of their education

Organisation and Planning

Our thematic curriculum is designed to teach the National Curriculum year 1-6 in an accessible, dynamic, and fun way that inspires pupils and promotes a curiosity led approach. Teaching and learning is organised using a skills progression that ensures our pupils acquire the knowledge and skills relevant to their stage of learning, and are supported to make progress.

Each long term begins with a question that is answered through taught input, enquiry, enrichment activities, and creative approaches. There is no expectation that pupils always

complete written evidence in books, instead learning and progress is evidenced through photos, written comments from teachers and LSAs, saved ICT work, displays, and teacher records. Each class enjoys a termly curriculum trip that complements the Topic, enriching learning and making it relatable and experiential.

At the end of the term the pupils demonstrate their understanding and answer the question by producing a ‘final piece’ of their own design. The work is showcased and celebrated during a parent/carer open day that includes performances, collaborative learning activities, and an exhibition of pupil work. The Meadow Days support pupils to feel connected to the learning experience, to apply autonomy and individual expression to their work, and celebrate their individual progress with the adults who support them at home and at school.

Memorable moments of learning
Enriching experiences
Achieving new heights
Dedication to learning
Opportunities to grow
Wonderful work we share with others

The thematic curriculum encompasses literacy, science, history, geography, and music and is organised over a three-year cycle.

Year 1

Who were the Ancient Egyptians?
Is a Pirates life for me?
What makes Britain great?

Year 2

How to we build the future?
Would you want to be a cave man?
Is our planet dangerous?

Year 3

Who were the Romans?
How did we get where we are now?
Big planet, small world?

Reading, writing, and oracy

For each class, Topic Questions are complemented by three key texts through which reading and comprehension skills are developed. Writing skills are taught as part of the daily literacy lessons and across the wider curriculum.

All our pupils have SEMH needs, most have experienced multiple care settings and frequent school changes, and many have had interrupted education. Subsequently, our pupils are assessed significantly below age related expectations and have low literacy levels. Additional support, an adapted curriculum, and explicit teaching of foundational skills is essential to ensure that they make good progress from starting point and begin to close the gap so that they leave year 6 ready to access the key stage 3 curriculum. Explicit teaching of reading, comprehension, spelling, punctuation and grammar, and handwriting are features of the school day and underpin all learning activities. Additionally, every pupil has daily phonics lessons using

the Twinkl scheme and most children receive weekly 1:1 phonics support and intervention through the Reading Doctor programme. Some pupils spend time with the Speech and Language Therapist for 1:1 support and intervention. Additional intervention is carefully planned and evaluated to ensure fidelity of approach and continuity of support.

All pupils have a daily reader that is carefully matched to their reading age and ability and group and individual reading activities are a feature of every classes daily timetable. Reading for pleasure as well as for progress is a focus for the whole school and pupils are encouraged to choose and read special interest books to complement taught reading skills. Many of the pupils enjoy being read to as a grounding and regulating activity and will request time with LSAs for this purpose. The daily readers are taken home every evening and pupils read with parents and carers, as well as practicing their spellings.

Opportunities to develop speaking and presentation skills are provided during lessons, show and tell activities, assemblies, and Meadow Days.

Mathematics

Mathematics is taught using the White Rose schemes of learning which are carefully sequenced to provide the small steps of learning, consolidation opportunities, and retention and retrieval assessments. Pupils are supported to master new concepts before progressing and are supported through practical application, manipulatives, and experiential learning opportunities.

PSHE

PSHE, RSE, and citizenship are taught using the EC Primary schemes of learning which follow the DfE Statutory Guidance and the PSHE Associations suggested thematic curriculum for Health and Wellbeing, Living in the Wider World, and Relationships Education. The scheme covers topics such as mental health, online safety, British Values, and social moral spiritual and cultural themes.

PE

PE is taught as a whole school lesson twice a week and features a wide range of sports. Emphasis is placed on understanding our bodies, developing collaborative and team skills, and developing an appreciation of the importance of healthy living and exercise. An annual Sports Day is attended by parents and carers.

Assessment

Assessment takes many forms and is designed to ensure that pupils make expected progress from their starting point, develop the necessary skills and knowledge that make learning meaningful, and that the planning and delivery of lessons is appropriate and effective.

Assessment against the Learning Outcomes and Success Criteria takes place every lesson through formative assessment methods, including questioning based on Blooms Taxonomy (revised). Regular summative assessment processes, including tests and quizzes, check understanding and provide opportunities to correct misconceptions, practice and consolidate new skills and knowledge, and demonstrate mastery.

Assessment cycles take place three times annually and all data is collated on a progress tracker. Each pupil is set personal targets termly and these are assessed and evaluated as part of the PEP process.



All teachers are expected to abide by the marking and feedback expectations.
