

Curriculum Policy

The Davenport School



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Curriculum Policy

At The Davenport School we believe that our curriculum should be broad, balanced and relevant. It should meet the needs of all our children whatever their ability and promote a love of learning and willingness to explore. Our curriculum meets statutory requirements and uses The National Curriculum (2014) as its starting point for a wide and varied learning experience.

1. Aims

Our Curriculum aims are;

- To promote the highest level of achievement for all individual pupils, across all subjects, in a fully inclusive manner regardless of age, gender, background or ability.
- To provide a rich curriculum and meaningful learning experiences which give pupils a growing knowledge and awareness of the world in which they live, skills to succeed and a passion for learning.
- To teach, support and embed a 'growth mindset' for all children - a 'can-do' attitude which recognises that motivation, hard work and resilience will lead to success, and that challenge should be welcomed, and mistakes valued for the contribution that they make towards learning.
- To ensure that all learning is secured – i.e. a solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.
- To teach and promote social, moral, spiritual and cultural awareness so that children are well equipped to become active, respectful and responsible citizens.
- To teach, promote and support healthy lifestyles and sustainable physical and emotional well-being.
- To provide children with knowledge and understanding of British Values, their social heritage, and to celebrate the diversity of communities within the UK.
- To regularly take learning beyond the classroom through utilising the outdoor environment, local area and opportunities further afield.
- To regularly review our curriculum provision to ensure that this responds to the circumstances of the world around us and continues to promote excellence.

2. Learning Skills and Growth Mindset

Through the provision of rich and varied activities, we aim to;

- Enable pupils to securely acquire a broad range of knowledge, skills and understanding.
- Enable pupils to make connections across areas of learning, to think creatively and solve problems; Encourage pupils to work hard with a positive attitude and motivation to succeed.
- Encourage pupils to seek and be resilient to challenge, and to learn from their mistakes.

- Develop pupils' capacity to learn and work both independently and in collaboration with peers.

3. Planning the Curriculum

We plan our curriculum on a rolling three-year programme – Our classes are mixed age and ability.

We plan in three phases;

Annual Curriculum-Maps (Long Term Planning)

The LTP uses the NC (2014) as a base reference. This details the work that will be done over the course of each year, they may be used in subsequent years with only minor alterations.

Termly Planning (Medium Term Planning)

A Termly Plan is devised before the start of each new term, in accordance with the Annual Curriculum Map. This gives an overview of the terms curriculum across both half terms. This information is then shared with Parent/Carers in the form of a curriculum letter.

Daily Planning (Short Term Planning)

All Teachers produce a daily plan. This details daily learning objectives, ideas for whole class teaching and independent/group activities and gives opportunities for teachers and support staff to reflect and note down comments on children's progress. Teachers plan using a standard format but are not required to plan in detail before the start of the week, the plan should be a working document which is added to and amended in response to Assessment for Learning and the ongoing needs of children within the class. These plans are an integral part of good and outstanding teaching, and whilst ideas from weekly plans may be used again, the plans themselves are unlikely to be recycled due to the diversity of needs and abilities within different cohorts.

4. Teaching the Curriculum

Topics:

Teaching and learning in all year groups is designed to follow a thematic approach. Termly topics, such as the Communication, Influential People and Exploring Europe give scope for us to meet the statutory requirements of the national curriculum whilst engaging the children in a range of exciting and meaningful learning experiences. Topics are planned in discussions with the children to inform medium and short-term planning.

Topics will encompass the teaching of most subjects, including literacy (reading, writing and speaking), history, geography, art, music and DT. Other subjects, including maths, science, and RE will also be brought into the topic where appropriate but are also taught discreetly. Computing is taught implicitly across the curriculum

Key Skills:

We put an important emphasis on the teaching of key skills including handwriting, phonics where needed, spelling, grammar and basic number knowledge such as times tables and number bonds. All year groups address these skills and children's progress is tracked carefully to ensure that any additional support is put in place if required.

Reading:

Reading is at the heart of our curriculum – we believe that the extent to which children read and enjoy books has a significant impact on their progress and attainment across the curriculum.

All year groups receive regular guided reading, using high-quality key texts, with additional teaching of reading for individual children who need it. As far as possible, guided reading is linked to literacy and topic work. Each child also has the opportunity to read each day.

5. Spiritual, Moral, Social and Cultural Learning and Religious Education

Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of the school. Fundamental British Values are taught discretely and implicitly through all lessons from topic to literacy. PSHE is also taught implicitly through various lessons with occasional discreet lessons, to emphasise any issues that are specifically relevant. Whole school assemblies also address different issues throughout the year.

Religious Education is planned from the Locally Agreed Syllabus, linked with the thematic units wherever possible. Parents/Carers have a right to withdraw their children from R.E. Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil.

6. Extra-Curricular Activities

The Davenport School endeavours to provide off-site activities for the children at least once a term, linked to, or based upon the curriculum topic. We also encourage and establish links with the local area, including the library the local bowling club and the emergency services. This allows the children to see and understand the importance of local environments.

7. Special Needs

We comply fully with the requirements set out in the SEN Code of Practice in providing for children with special needs and our curriculum is designed to provide access and opportunity for all children who attend the school.

In most instances the teacher can provide resources and educational opportunities which meet the child's needs within the normal class organisation. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the Parents/Carers of the child and appropriate professional partners have been consulted.

8. Differentiation

We have removed barriers to expectation and aspiration and enable all children to succeed to the very highest level possible.

We have taken a streaming approach to our maths to allow those higher performing children a chance to stretch their learning, and allow those children that need a much more hands on approach the opportunity to learn through experimenting and play. For the rest of our curriculum the children are grouped according to need, this is done at the point of need and takes into account the full range of evidence available from ongoing formative assessment. Children are presented with a range of differentiated activities and are encouraged and supported to choose the one which will put them in the 'challenge' (as opposed to 'comfort' or 'danger') zone, while children who need additional support receive this individually or within a small group, again at the precise point of need.

This approach is supported by the research of Carol Dweck into 'Mindset' (2012).

9. Monitoring and Review

Headteacher:

The Headteacher is responsible for the organisation of the curriculum and monitors the implementation through classroom/teaching observations.

SENCO:

- Will support the professional development of colleagues concerned with SEN.
- Leads on National and Local Policies related to SEN.
- Reviews and monitors school systems and resources.
- Provides an SEN perspective across the school framework.
- Initiates and develops approaches in the classroom.
- Oversees the day to day operation of the school's SEN policy.
- Liaises with and advise fellow Teachers.
- Co-ordinates provisions for pupils with Special Educational Needs.
- Oversees SEN pupil records/PEP/EHCP/LAC/AR.

SALT:

Our Speech and Language Therapist works in close partnership with the child and their Parents/Carers, education, Social Worker and other healthcare professionals.

The SALT will assess a young person through:

- Understanding of spoken language and body language.
- Expression through speaking and body language.
- Production and use of sounds.
- Ability to use language in a social context.
- Play skills.
- Eating, drinking, and swallowing.

This may include formal and informal assessment such as observation, following assessment's, the outcome will be discussed with the school and a written report will be sent to the Parents/Carers and the school/referrer. The Therapist may need to share this information with other people for the child's benefit. This will be discussed with the Parents/Carer and Referrer.