



# Davenant Foundation School

## Curriculum Statement

**Last Reviewed:** December 2020

**Next Review:** December 2021

### Statement Details

|               |               |                       |                          |
|---------------|---------------|-----------------------|--------------------------|
| Policy Name   | CURRICULUM    | Committee Responsible | Curriculum and Standards |
| Status        | Discretionary | Committee Person i/c  | <b>Adam Thorne</b>       |
| Produced by   | A Thorne      | Review Date           | December 2020            |
| Date Produced | Nov 2014      | Next Review Date      | December 2021            |

### PURPOSE

Since 2012 the DFE has removed the need for schools to have a Curriculum Policy. Instead schools are required to publish details of the school's curriculum on its website. However, as a school we feel it is important to maintain statement Document which explains the rationale behind our choice of curriculum. As part of our curriculum statement the school publishes details of the school's curriculum in accordance with the statutory requirements'

### VISION and INTENT

At Davenant, our motto is ***Nurturing Mind, Body and Spirit*** and we believe that is at the core of our curriculum vision. We aim for a curriculum that engages learners and encourages an independent love of learning. Students should have a broad understanding of many subjects and how they interconnect. Performing and Creative Arts and Sport are valued in all Key stages to compliment the core and Ebacc subjects so students get opportunities to develop their creativity and confidence. As part of our Christian foundation all students take full course RE in year 10 to enhance their understanding of other faiths as well as their own.

Students at Davenant get a broad selection of GCSEs and A Levels to choose from where we both encourage Ebacc and creative subjects but personalising the learning for all students of differing abilities is a priority.

Learning outside the classroom is an essential part of being a student at Davenant. There is a comprehensive choice of extracurricular activities to choose from including orchestra, sports teams, Christian Union, Duke of Edinburgh as well as many others to suit all.

Trips and visits enrich the curriculum and with over 100 trips going out each year there is something for everyone. From trips to Russia and Zambia, Epping Forest and London; students can gain new learning experiences outside the school environment. We encourage all students to take part in these extra curriculum opportunities.

Our curriculum aims to support students in their academic journey, but also enabling them to enhance their God given talents whatever they may be. Building confident young adults who have the resilience and strength of character to be successful in an ever-changing world is Davenant's aim and ambition for all.

***Education is not the filling of a pail, but the lighting of a fire'***  
**WB Yeats**

## **AIMS**

The School Curriculum is balanced and broadly based, and aims to develop the whole person by nurturing “mind, body and spirit”. This will be **implemented** by:

- a) helping students to acquire knowledge, understanding and skills and amending misconceptions
- b) promoting the spiritual, moral, creative, intellectual and physical development of students
- c) supporting the curriculum through an appropriate system of pastoral care
- d) providing a full range of enrichment and extra-curricular activities to assist in the development of the full potential of the individual.

## **KEY PRINCIPLES UNDERPINNING OUR CURRICULUM INTENT**

### 1. Students are lifelong learners

The curriculum will prepare students for:

- a) a rapidly changing technological world and help them to develop the flexibility and skills in order to cope with change and uncertainty
- b) a positive contribution to their immediate community
- c) using their leisure time positively
- d) becoming autonomous learners, who are self-directed and self-motivated
- e) being able to make informed independent choices
- f) responsibilities and experiences of adult life in modern Britain

### 2) Spiritual and moral development

All learning will take place within the context of the school’s Christian ethos, defined in the Ethos and Vision Statement. All subject areas Schemes of Work will make reference to opportunities for SMSC development. Wherever possible, the curriculum will promote values of tolerance and respect for those of different faiths and beliefs.

### 3) Social development

The curriculum, extra-curricular activities and relationships within the School and between the School and the community will help to develop social skills and individual talents and interests.

### 4) Equal opportunities (See separate policy)

- a) All students have the right to be seen, heard, treated and valued according to their own merits, free from prejudice
- b) The organisation and delivery of the curriculum will promote equal opportunities.
- c) Access to the curriculum is an entitlement for all students.
- d) There will be high expectations of all students, regardless of gender, race, social or ability groups.

## 5) Special Educational Needs (See separate policy)

- a) Students with Special Educational Needs are entitled to access to the whole curriculum.
- b) Gifted and Talented/More Able students will have their abilities, aptitudes and skills fostered, challenged and extended. (See separate policy).

## 6) Characteristics

- The curriculum will be planned to ensure breadth, balance, coherence, relevance and rigor across key stages.
- The curriculum will aim to develop understanding not just memorising
- It will enable progression which takes into account needs, aspirations and differing starting points of individuals.
- It will be sequenced in a way as to encourage deep understanding of key concepts and knowledge building on what has been taught before
- It will value and build on students' past experiences, knowledge and understanding, recognising the range of differences which they have.
- It will present opportunities for making choices and allow varying depths of study.
- It will be rigorous enough to challenge and encourage and thus help students to fulfil their potential and to aim for high standards.

## **DIFFERENTIATION**

Curriculum planning and delivery will take into account the various methods of achieving differentiation - by resource, task, support, response and adaptive teaching.

Process will be considered as well as outcome. Activities will be matched to needs in order to motivate students and allow their full potential to be achieved.

Learner-centred and problem-solving activities will be developed. A balance between individual, group and whole class learning will be maintained.

Students will be encouraged to develop enquiring minds and the ability to question and argue rationally.

Account will be taken of prior learning and achievement.

## **LEARNING SUPPORT**

Some lessons will be provided with learning support. This will be for the benefit of either the whole group or an individual student.

A range of teaching and learning strategies will be used to support students with special educational needs. This will include differentiation and may include differentiated pathways. Personalised targets inform and outline curriculum planning and delivery for individuals.

The School has a separate Special Educational Needs policy in line with the Code of Practice.

## **ASSESSMENT, RECORDING AND REPORTING** (See separate policy)

Assessment enables teachers to:

- identify students' learning needs
- deal with misconceptions
- evaluate their own teaching
- plan the next stage of learning
- monitor students' performance
- provide opportunities for students to succeed over a wide range of activities.

It has a positive effect on students' attitudes, motivation and self-esteem, encouraging them to identify their own strengths and weaknesses and set targets for the future.

The rewards system of credits and certificates of achievement will be used to recognise and celebrate progress and success, culminating in Year Group Awards Evenings.

Progress checks are reported to parents at intervals throughout the year.

Annual profile reports provide parents with more detailed information, as well as an indication of the student's attainment and progress.

Parents' Consultation Meetings are held at least annually, providing direct consultation between staff and parents.

Parents are actively encouraged to contact the School if they wish to discuss an issue or concern.

## **MONITORING AND EVALUATION**

The whole School Improvement programme aims to monitor and to increase the effectiveness of teaching and learning. A key element of this is the rolling programme of Subject Area reviews which consider each subject area in depth, when required with mini reviews of the area carried out on a regular basis captured in the SEF's and SDPs. Heads of Year and Subject Leaders have a key role to play in the regular monitoring of

Teaching and learning, and the ongoing monitoring of Area Development Plans enables progress to be ascertained. The curriculum is reviewed annually by the Curriculum Committee of the Governing Body. Examination results clearly demonstrate the **Impact** of teaching.