



# Davenant Foundation School

## Curriculum Statement

**Last Reviewed:** October 2025

**Next Review:** October 2026

### 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	October 2025
Date Produced	Nov 2014	Next Review Date	October 2026

### 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 USA and Japan, 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:

- helping students to acquire knowledge, understanding and skills and amending misconceptions
- promoting the spiritual, moral, creative, intellectual and physical development of students
- supporting the curriculum through an appropriate system of pastoral care
- 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 rapidly changing technological world and help them to develop
- The flexibility and skills in order to cope with change and uncertainty
- a positive contribution to their immediate community
- Using their leisure time positively
- Becoming autonomous learners, who are self-directed and self-motivated
- Being able to make informed independent choices
- Responsibilities and experiences of adult life in modern Britain
- Learning to understand how they learn
- Understanding the key principles and science behind revision.

### 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

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

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

- Students with Special Educational Needs are entitled to access to the whole curriculum.

## 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.

### **ADAPTIVE TEACHING**

Teachers will adapt their lessons by tailoring resources, tasks, and questioning to meet the needs of their students. Activities will be designed to motivate students and allow their full potential to be achieved. 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. Teachers will plan their lessons based on the recommendations of the Learning support Department and any relevant plans in place for each child.

### **MARKING AND FEEDBACK**

Marking and feedback of students' work should take place on a regular basis in line with departmental policy in practice. This can include:

- Acknowledgement marking (checking that the work has been completed and that there are no obvious mistakes that need correcting)
- Standard teacher marking (Focused marking on class or homework that highlights mistakes/errors and uses individual/group/whole class developmental comments This may or may not include a grade.)
- Full Assessment marking (Full exam/assessment marking using subject specific criteria. Praise and Developmental comments where appropriate to be used and a specific grade awarded reflecting the quality of the work)
- Folder and book checking/ Acknowledgement marking (checking that the work has been completed and that there are no obvious mistakes that need correcting or that work is missing)

All marking should be completed in Red Pen to ensure consistency across the school. Post stick notes and pencil can be used for feedback that will need to be removed. If marking online; in some situations work will be marked online through Google Classroom. Department assessment policies will reflect the best method for that particular subject.

Every half term/Rotation there will be a minimum of number of pieces of work marked and assessed on department criteria. These are consistent across the department and all marks are recorded on the departmental tracker.

The Head of Department will make clear the departments Policy in Practice. This is a clear statement of Intent on how this marking policy is implemented ensuring it is fit for purpose supporting student progress. This will differ between departments due to the unique nature of them.

## **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**

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.

Progress checks are reported to parents throughout the year. 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 increase the effectiveness of teaching and learning. A key element of this is the rolling programme of quality assurance which considers each department area and key stage in depth. Quality assurance will involve learning walks, pupil voice and marking and feedback reviews. 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 Subject 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.

Leaders in the school will evaluate the effectiveness and consistency of delivery of the Curriculum Policy by;

- Discussing it as a standing item during all line management meetings
- Ensuring the lesson observations are purposeful and reflective
- Monitoring feedback and assessment
- Analysing student progress and attainment data to inform improvements
- Valuing 'student voice' feedback
- Reviewing exam results and using the schools self-evaluation process to inform improvements in T&L

## **Personal Professional development**

- High quality CPD for all staff is an integral part of developing teaching and learning at Davenant. The programme is structured and planned by continued self-evaluation both at department and a school level.
- Appropriate statutory CPD is organised and delivered throughout the year.
- Teachers have a responsibility for managing their own CPD through self-reflection and working with their Heads of Department.
- Heads of Departments lead Subject relevant CPD and support the whole school approach in their department by recognising the needs of their staff and arranging relevant and targeted training. Quality assurance processes will help to identify departmental needs
- The programme aims to meet the needs of all teachers, at whatever point in their career, to ensure that their teaching is engaging and effective.
- Senior leaders facilitate all staff sharing good practice and encourage them to support each other both in department and across the school