



Devonshire House Preparatory School

## Curriculum Policy

*This is for the whole school including EYFS*

Written by: Mrs. Tatiana Epailard	September 2023
This Policy is the responsibility of Tatiana Epailard, Deputy Head Pupil Progress and Achievement	
Reviewed by SLT:	September 2023
Next review:	July 2024

### See also:

- *(Individual subject schemes of work)*
- *(Learning Support (SEND) Policy)*
- *(Personal, Social, Health Education Policy)*
- *(Teaching and Learning Policy)*
- *(Assessment, Monitoring and Tracking Policy)*
- *(Presentation Policy)*
- *(Early Years Foundation Stage Policy)*
- *(Relationships and Sex Education Policy)*

The School provides full-time supervised education for pupils of compulsory school age and education for early years' pupils.

### Times of the Day:

Nursery Acorns .....	Morning 8.45am to 11.45am
Nursery Acorns .....	Full Day 8.45am to 3.00pm
Nursery Oaks .....	8.50am to 3.00pm
Reception .....	8.50am to 3.15pm
Year 1.....	8.50am to 3.25pm
Year 2 .....	8.50am to 3.55pm
Year 3 to Year 8 .....	8.15am to 4.00pm

## **Early Years Foundation Stage Curriculum**

The curriculum for the Foundation Stage forms the first stage of our whole school curriculum. It incorporates the Statutory Framework for the Early Years Foundation Stage, which relates to the seven areas of learning and development. These are incorporated in a twofold framework, the Prime Areas of Learning and Specific Areas of Learning. There are several aspects to the Prime Areas of Learning: Personal, Social and Emotional Development; Communication and Language; Physical Development. The Specific Areas of Learning are Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

The School provides a balance of adult-led and play-based child-initiated learning, supporting each individual child to thrive under the Characteristics of Effective Learning (Playing and Exploring, Active Learning, Creative and Critical Thinking). These are key characteristics that children develop within their play, ensuring that children gain the skills, which underpin their learning and development across the Prime and Specific areas of learning.

As well as following the curriculum requirements of the Early Years Foundation Stage, Early Years children are introduced to French.

### **For children requiring additional support:**

In the Early Years, the EY SENCo identifies and coordinates support for children with additional needs. They advise teaching staff and contribute to their professional development, ensuring teachers and assistants are equipped to teach all children.

The SENCo has established links with a range of external agencies, including Speech and Language therapists, Occupational Therapists, MOSAIC, and the Camden Inclusive Intervention team (IIT) Hearing Impairment and Visual Impairment teams. The SENCO can refer to these agencies if required. Also, able to access various types of funding via relevant Local Authority channels. The SENCo ensures parents of children with additional needs are closely involved with the support process and that their insights inform the actions taken by Devonshire House. Individual Education Plans (IEPs) and Education, Health and Care plans (EHCs) are provided and tailored to each child.

## Early Years Subject allocation

	Nursery Acorns	Nursery Oaks	Reception
Literacy	1 hour spread across the week	3 hours spread across the week	3 hours spread across the week
Maths	40 minutes spread across the week	3 hours spread across the week	3 hours spread across the week
Child initiated learning/Topic	In the moment planning recorded through Tapestry	5 hours spread across the week	3 hours spread across the week
ICT	Access to ICT always accessible through Continuous Provision	Access to ICT always accessible through Continuous Provision	Access to ICT always accessible through Continuous Provision)
CRE (Coding, Robotics, Electronics) (20 min slot)	0	0	1
French (20 min slot)	1	1	1
Music	1 (20 min slot)	1 (25 min slot)	1 (30 min slot)
PE (20 min slot)	1	2	2
Golden Time (1 hour slot)	0	0	1
Registration	Children are registered on their arrival to Nursery	Children are registered on their arrival to the classroom and a 10 min slot (mornings) 20 min slot (afternoons)	Children are registered on their arrival to the classroom, and a 10 min slot (mornings) 20 min slot (afternoons)
PSED (Key Person approach)	Focused on throughout the day. Shown through play, circle times and Tapestry	Focused on throughout the day. Shown through collaborative play, circle times, child-initiated learning, Assembly and Tapestry	Focused on throughout the day. Shown through collaborative play, circle times, child-initiated learning, Assembly and Tapestry
Think Equal (Social & Emotional Learning)	0	3 x 30-minute lessons during the week	3 x 30-minute lessons during the week
Outdoor learning at Junior School (1 hour slot)	0	1	1

## **Key Stage 1 (Lower School), KS 2 (Middle & Upper School), & KS 3 Curriculum**

Through subject matter appropriate for their age and aptitude, pupils are given experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, and physical education. From Y1, the curriculum follows and extends the National Curriculum. Older children follow the examination syllabus for 11+ and 13+ ISEB examinations. The curriculum is broad and balanced with a sound emphasis on academic subjects, enhanced by a range of creative subjects.

The policy, curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, and where a pupil has a statement or an education health and care plan (EHC) education is provided which fulfils their needs. Whilst policy and plans reference these, specific experiences and learning are tailored to each individual EHC.

### **FBV and PSHE**

Care is taken to ensure that schemes of work and teaching promote and enhance fundamental British values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Personal, Social and Health, and Economic education (PSHE) topics reflect the school's aims and ethos and encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. It provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. From Key Stage 2, subject policies and concomitant schemes of work also refer to FBV within the context of the subject and specific skills being taught.

Appropriate careers guidance is given to older pupils in Years 7 and 8. This is delivered in the form of PSHE session and through invited speakers. It is presented in an impartial manner, enabling pupils to work towards making informed choices about a broad range of career options in later life, and helps to encourage pupils to fulfil their potential.

### **Subjects**

All pupils have the opportunity to learn and make progress. From Year 1, at all ages, there is appropriate curriculum time allocated to the "core" subjects of English, Mathematics and Science. In the Middle and Upper School there are subject specialists and there is a wide range of extra-curricular clubs on offer throughout the school. Subjects are listed below, with the curriculum allocation being adjusted with the ages and needs of the children

### **Subjects**

- English
- Mathematics
- Science
- History
- Geography

- French
- Latin (from Y6)
- Religious Studies / Theology, Philosophy and Religion (from Y7)
- Art
- Technology
- Drama
- Music
- Physical Education and Sport
- PSHEE (Personal Social and Health and Economic Education)
- Study Skills (from Y4)

There is a structured syllabus for each subject from 2½ - 13 years. Curriculum overviews are available. However, syllabuses do change during the course of the year as they are regularly reviewed.

The more able pupils are given extension work and the school has a separate More Able, Gifted and Talented policy.

Support is given where appropriate.

### Lower School Subject Allocation

<b>(30 min slots)</b>	<b>Year 1</b>	<b>Year 2</b>
Maths	10	10
English (including phonics/handwriting)	12	13.5
Science	2	2
French	1	1
History	2	2
Geography		2
Religious Studies	1	1
Computing	1	1
PE/Games	2	5
Drama	1	1

### Lower School Subject Allocation

<b>(30 min slots)</b>	<b>Year 1</b>	<b>Year 2</b>
Art/DT	3	2
Music	2	2
PSHEE/RSE	1	1.5
Guided Reading	1	1
Feedback/Story	3	0
Show+ Tell/Golden Time	2	1
Forest School	2	0
Feedback	0	1
Form Time/Story	0	2.5
<b>Total</b>	<b>46</b>	<b>49.5</b>

### Middle School Subject Allocation

<b>(35 or 40 min slots)</b>	<b>Year 3</b>		<b>(35 or 40 min slots)</b>	<b>Year 4</b>	<b>Year 5</b>
Maths	8		Maths	7	7
English	8		English	7	7
Science	2		French	2	3
French	1		Latin	/	/
History	2		Geography	2	2
Geography	2		History	2	2
Religious Studies	1		Religious Studies	1	1
Computing	1		Science	2	3
PE/Games	6		Technology	2	3

### Middle School Subject Allocation

(35 or 40 min slots)	Year 3		(35 or 40 min slots)	Year 4	Year 5
Drama	1		Art	2	
Art/DT	2		Drama	1	1
Music	2		Music	2	1
PSHEE/RSE	1		PSHEE	1	1
Guided Reading	1		PE	1	1
Activities/Golden Time	1		Games	7	7
Feedback	1		Study Skills	1	1
<b>Total</b>	<b>40</b>		<b>Total</b>	<b>40</b>	<b>40</b>

### Upper School Subject Allocation

	Year 6	Year 7	Year 8
Maths	7	5	5
English	7	5	5
French	3	4	4
Latin	1	2	2
Geography	2	2	2
History	2	2	2
Religious Studies / TPR	1	2	2
Science	3	4	4
Art	2 until February half term / 3 in the second part of the year	3	3
Technology			
Drama	1	1	1
Music	1	1	1

## Upper School Subject Allocation

	Year 6	Year 7	Year 8
PSHEE	1	1	1
Study Skills	1 until February half term / None in the second part of the year	0	0
Project	0	1	1
PE	1	1	1
Games	7	6	6
<b>Total</b>	<b>40</b>	<b>40</b>	<b>40</b>

### Setting and streaming

Setting is where a school divides pupils into classes for specific subjects based on attainment data and teacher judgement. Streaming is where a school does the same as for setting, but the classes are set for multiple or even all subjects, irrespective of the different attainment levels for each of those subjects.

We start setting for English and Maths at the beginning of Year 4. However, some children do not have secure phonics knowledge by the end of Key Stage One (Year 2), the teachers may decide to create special booster groups in the Autumn Term of Year 3 until all children have mastered the phonics programme.

As pupils prepare for a range of 13+ exams in multiple subjects, particularly as we are pursuing scholarships for our most high-achieving pupils, we stream pupils in Years 7 and 8 in some subjects.