



Devonshire House Preparatory School

Curriculum Policy

Last review date	<i>September 2025</i>
Next review date	<i>September 2026</i>
Lead reviewer	<i>Claire El-Arifi</i>

Serving North London Families

Devonshire House is a co-educational prep school, offering unparalleled preparation for senior school and life thereafter. Our unwavering emphasis on individual growth, within an inclusive community, balances traditional values and modern practice to inspire fearless life-long learning.

Our school values are:

- **Growth** – we reach high
- **Courage** – we learn fearlessly
- **Wonder** – we are inspired to find our spark
- **Belonging** – we care and come together

Policy statement:

At Devonshire House Prep School, our core values shape the environment and culture we aim to create for our students. They guide how we approach learning, collaboration, and personal development:

- **Wonder:** We believe that curiosity and a sense of wonder are the foundations of lifelong learning. We encourage our students to ask questions, explore new ideas, and discover the joy of learning through creativity and inquiry.
- **Growth:** We are committed to nurturing both academic and personal growth in every student. Growth is not just about progress in the classroom, but also about developing resilience, emotional intelligence, and a love for continuous self-improvement.



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- **Courage:** We inspire our students to have the courage to take risks, try new things, and embrace challenges. Courage enables our students to step out of their comfort zones, learn from mistakes, and persevere in the face of difficulties.
- **Belonging:** At Devonshire House Prep School, we foster a sense of belonging for all students. We believe that every child should feel valued, respected, and part of our community, where diversity is celebrated, and positive relationships are at the heart of our school culture.

Curriculum Principles

Our curriculum is based on the following key principles:

- **Broad and Balanced:** We aim to offer a curriculum that is rich and varied, covering a wide range of subjects and learning experiences, including the arts, humanities, sciences, physical education, and modern languages.
- **Inclusive:** The curriculum is designed to meet the diverse needs of all students, ensuring that each child is supported in their learning, regardless of their ability or background.
- **Progressive:** Learning is structured to ensure that students build on their previous knowledge and skills in a coherent and continuous way, with a clear progression from Early Years to Year 8.

Subjects Taught

Early Years (Nursery and Reception)	Key stage 1 (Years 1-2 and Year 3)	Key stage 2 (Years 4-6)	Key stage 3 (Years 7-8)
	Art and Design	Art and Design	Art and Design
	Computing*	Computing	Computing
	English	English	English



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Seven EYFS Prime Areas of Learning.	French*	French	French
	Geography	Geography	Geography
	History	History	History
	Mathematics	Mathematics	Mathematics
	Music*	Music	Music
	Physical Education and Games*	Physical Education and Games	Physical Education and Games
	Personal, Social and Health Education	Personal, Social and Health Education	Personal, Social and Health Education
	Religious Education	Religious Education	Philosophy & Ethics
	Science	Science	Science
	*Taught by subject specialist.	Study Skills	Study Skills

From Year 4 - Year 8 all subjects are taught by teaching staff who teach only 1 or 2 subjects which ensures the ability to focus and specialise in their area.

Early Years Foundation Stage (Nursery Acorns and Oaks and Reception)

At Devonshire House Prep School, our Nursery provides the foundation for a lifelong love of learning, guided by the Early Years Foundation Stage (EYFS) Framework. We foster a nurturing environment where children feel secure, valued, and inspired to explore. Through a combination of adult-directed teaching and child-initiated learning, we foster holistic development in a supportive, engaging setting.

Prime Areas of Learning

We focus on three prime areas, forming the basis for future development:

- **Communication and Language:** Stories, songs, and conversations help children build listening, speaking, and understanding skills.
- **Personal, Social, and Emotional Development:** We nurture positive relationships, emotional resilience, and confidence in a caring environment.
- **Physical Development:** Learning activities like drawing, climbing, and running build motor skills, coordination, and healthy habits.

These are supported by four specific areas:

- **Literacy:** Early literacy skills are nurtured through Read Write Inc pre-phonics, reading, and pre-writing activities.
- **Mathematics:** Practical activities introduce concepts like numbers, shapes, and measurement.
- **Understanding the World:** Exploration of nature, technology, and cultures broadens children's awareness.



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- **Expressive Arts and Design:** Creative activities encourage self-expression and problem-solving.

Play-Based and Child-Centred Learning

Our play-based approach encourages curiosity and independence. Children explore and initiate learning, supported by structured activities that extend their understanding. Teachers tailor teaching to individual needs, fostering both strengths and areas for growth to ensure every child thrives.

Reception

Continued development of the Prime Areas of Learning:

Reception remains part of the EYFS; therefore, it is in this year that pupils secure the Prime Areas of Development (as listed above). Although pupils continue to learn through play. This becomes gradually more structured and informal, play based learning gives way to a more formal approach ready for entry to Year 1. An example of this could be the reception class in three learning groups, two having an adult working on a Maths or English concept and one with a play task with a learning outcome. Towards the end of the reception year, you can expect to see an increase in whole class 'carpet time' and increased practice of organisation and independence.

Bespoke Phonics Provision:

At Devonshire House we use The Read Write Inc. (RWI) from Nursery and older. The RWI phonics program offers numerous benefits for children in Reception,

providing a strong foundation for early reading and writing. This structured approach systematically teaches children the sounds of letters and how to blend them, promoting phonemic awareness and decoding skills. RWI's interactive and engaging lessons make learning enjoyable, helping children develop a love for reading. The program also uses a multisensory approach which caters to different learning styles and reinforces concepts. The use of decodable books ensures that children practice reading with confidence, matching their phonics knowledge to real texts. Regular assessments allow for personalized learning, ensuring that children receive the support they need at their own pace. Overall, RWI equips Reception children with the necessary skills to become confident readers and writers, setting them up for future academic success. We continue to use this programme until our pupils can read fluently and have ample ability to decode any word they meet using their embedded phonetical knowledge.

Enhanced Stamina for Writing:



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Building writing stamina helps our pupils stay focused and gradually write longer pieces. Start with short tasks (like labelling pictures) and slowly increase complexity. Offer varied writing opportunities, such as lists, stories, or simple sentences, and encourage children to see writing as purposeful, like creating class signs or notes. Strengthening fine motor skills through activities like playdough and scissors will also support writing development.

Deeper Mathematical Concepts:

In Reception, our mathematics goes beyond basic counting. Children will develop a solid understanding of numbers, patterns, and operations like addition and subtraction through hands-on activities. Introduce them to shapes, sizes, and measurements in practical ways, like sorting objects or building with blocks. Encourage mathematical language such as "more," "less," and "equal" in everyday contexts to deepen their understanding.

Key Stage One:

The Importance of Reading, Writing, and Maths in Years 1 and 2:

In Years 1 and 2, reading, writing, and mathematics form the foundational building blocks for all future learning. These core skills empower children to access and engage with the wider curriculum, fostering their ability to communicate effectively, solve problems, and develop critical thinking. By prioritising fluency in reading, confidence in writing, and a solid understanding of mathematical concepts, we ensure pupils are equipped with the essential tools they need to thrive academically and personally. A strong focus on these areas supports the development of lifelong learning habits and provides the basis for continued success in subsequent key stages.

A Broad and Balanced Curriculum

While reading, writing, and mathematics are central to early learning, we remain committed to delivering a knowledge rich and balanced curriculum that encompasses all subjects such as science, history, geography, art, music, and physical education which provide vital opportunities for children to apply and deepen their core skills in meaningful contexts. For example, pupils might use their writing skills to craft a report in history, apply mathematical knowledge in



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science investigations, or interpret texts in geography. This integrated approach ensures that children not only build a strong academic foundation but also develop creativity, curiosity, and a lifelong love for learning.

Year 3:

Year 3 is an important and exciting time for our pupils. While it is a part of Key Stage Two, familiarity is important; the pupils will still have one class teacher for most subjects as in the Lower School and still benefit from the same specialist teachers in Music, Drama, French, Computing Technology and Sport. However, they are now based at our Middle School site which homes Year 3-5, giving Year 3 a more mature feel. Our Year 3 curriculum carefully balances the need to consolidate previous learning and move pupils forward. Our Year 3 team work closely with both Lower and Middle School Leaders to ensure pupils are ready for Year 4, academically and emotionally.

Key Stage Two and Three:

From Year 4, pupils have a form tutor which they will have daily time with. All other subjects are taught by teaching staff who teach only 1 or 2 subjects which ensures the ability to focus and specialise in their area.

Form Tutors

Our form tutors play a vital role in supporting pupils' overall well-being and academic progress. They are typically the first point of contact for pupils, parents, and families helping to foster a positive and supportive educational experience. The form tutor is responsible for monitoring attendance, behaviour, and academic performance within their form group. They also deliver pastoral care, providing guidance on personal and social issues, and may offer help with issues like bullying or friendships. Additionally, form tutors often lead morning registration sessions and ensure that students are prepared for lessons. They also communicate with other staff to address any concerns or provide additional support for students. Overall, the form tutor acts as a mentor and a key figure in a pupil's school life, promoting both academic and emotional development.

Subjects

English

At Devonshire our English curriculum for Years 4 to 8 is designed to inspire a lifelong love of language, literature, and communication. We aim to equip pupils with the essential skills of reading, writing, speaking, and listening, enabling them to become confident, creative, and critical thinkers. Through a rich and diverse range of texts and experiences, we nurture pupils' ability to express themselves fluently and effectively, both orally and in writing.



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At Devonshire House we:

- Develop strong foundational literacy skills that empower pupils to access all areas of the curriculum.
- Encourage a deep appreciation of literature from different cultures, periods, and perspectives.
- Foster a confident, articulate voice in pupils, supporting them to communicate ideas thoughtfully and persuasively.
- Promote critical reading and thinking skills, enabling pupils to engage with texts analytically and independently.
- Build resilience, creativity, and curiosity through varied opportunities for personal response and imaginative writing.
- Prepare pupils for the next stage of their education by ensuring they have a secure understanding of grammar, vocabulary, and the conventions of different genres.

Through high expectations and a supportive environment, we strive to ensure that every pupil leaves with a strong command of English and a genuine passion for language and learning.

Mathematics

Our Mathematics curriculum for Years 4 to 8 is designed to develop confident, curious, and resilient learners who see mathematics as both a practical tool and a fascinating subject in its own right. We aim to equip pupils with the essential knowledge and skills needed to solve problems, think logically, and reason mathematically.

At Devonshire House we:

- Build a secure understanding of mathematical concepts through clear progression and high expectations.
- Foster fluency in core skills, enabling pupils to perform calculations accurately and efficiently.
- Encourage pupils to apply their mathematical knowledge to a variety of real-world contexts and cross-curricular links.
- Develop reasoning and problem-solving abilities, supporting pupils to approach challenges with confidence and perseverance.
- Nurture a positive attitude towards mathematics, helping pupils to see mistakes as valuable learning opportunities.
- Prepare pupils for future success by ensuring they can communicate their mathematical thinking clearly and precisely.

Through a supportive and stimulating environment, we strive to ensure that every pupil leaves with a strong mathematical foundation, a flexible, problem-solving mindset, and the confidence to apply their skills creatively and independently.



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Science

Our Science curriculum for Years 4 to 8 aims to ignite curiosity, deepen understanding, and develop pupils' ability to think scientifically. We equip learners with the knowledge, skills, and mindset necessary to explore, question, interpret and make sense of the world around them.

At Devonshire House we:

- Build secure knowledge across all scientific disciplines.
- Inspire curiosity, creativity, and resilience in scientific learning.
- Develop practical investigation skills, encouraging pupils to make observations, ask questions and draw conclusions based on evidence.
- Foster critical thinking by evaluating data and identifying patterns.
- Highlight the relevance of science to everyday life and its role in driving future innovations.
- Prepare pupils for future study with a solid grasp of scientific methods, vocabulary, and concepts.
- Integrating technology into scientific exploration, enabling pupils to utilise modern tools and resources for research and experimentation.
- Promoting environmental awareness and sustainability, helping pupils understand their role in protecting the planet.

Through engaging teaching and high expectations, we aim for every pupil to leave with a solid scientific foundation and a lifelong curiosity about the world.

History

Our History curriculum for Years 4 to 8 aims to spark curiosity about the past and help pupils understand how it has shaped the present. We equip learners with the knowledge, skills, and critical thinking needed to investigate and interpret historical events, people, and changes over time.

At Devonshire House we:

- Build a secure chronological understanding of key periods, civilizations, and themes.
- Develop historical enquiry skills through questioning, analysing evidence, and evaluating sources.
- Encourage pupils to recognise different perspectives and understand historical interpretations.
- Foster a respect for diversity, heritage, and the complexities of human experience.
- Inspire curiosity, critical thinking, and a love of learning about the past.



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- Prepare pupils for future study by embedding key historical vocabulary and conceptual understanding.

Through engaging teaching and rich historical experiences, we aim for every pupil to leave with a strong sense of identity, critical awareness, and a lasting interest in history.

Art

Our Art curriculum for Years 4 to 8 aims to nurture creativity, self-expression, and a deep appreciation of visual arts. We equip pupils with the skills, knowledge, and confidence to explore, create, and respond to a wide range of artistic styles and traditions.

At Devonshire House we:

- Develop technical skills in drawing, painting, sculpture, and mixed media.
- Encourage creative thinking and experimentation with ideas, materials, and techniques.
- Foster an appreciation of art from different times, places, and cultures.
- Support pupils in expressing their own ideas, emotions, and perspectives visually.
- Promote resilience, originality, and reflective thinking in the creative process.
- Prepare pupils for future artistic study by embedding key vocabulary and understanding of artistic concepts.

Through inspiring teaching and rich creative opportunities, we aim for every pupil to leave with confidence in their artistic abilities and a lasting appreciation for the arts.

Religious Education

Our Religious Education curriculum for Years 4 to 8 aims to develop understanding, respect, and thoughtful engagement with a range of religious and non-religious worldviews. We equip pupils with the knowledge, empathy, and critical thinking skills needed to explore questions of belief, meaning, and identity.

At Devonshire House we:

- Build secure knowledge of major world religions and ethical traditions.
- Encourage pupils to reflect on their own beliefs and values, as well as those of others.
- Develop enquiry skills through questioning, discussion, and critical thinking.
- Promote respect, tolerance, and understanding in a diverse society.



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- Foster curiosity, open-mindedness, and a sense of wonder about life's big questions.
- Prepare pupils for future study by embedding key religious concepts, vocabulary, and ideas.

Through thoughtful teaching and reflective opportunities, we aim for every pupil to leave with a deepened understanding of the world's beliefs and a respectful, enquiring attitude towards others

French

Our French curriculum for Years 4 to 8 aims to foster a love of language learning and develop confident, effective communicators. We equip pupils with the linguistic skills, cultural understanding, and enthusiasm needed to engage with the wider world.

At Devonshire House we:

- Develop skills in listening, speaking, reading, and writing in French.
- Build secure knowledge of key vocabulary, grammar, and pronunciation.
- Encourage pupils to communicate with increasing accuracy, fluency, and confidence.
- Promote resilience, creativity, and risk-taking in language learning.
- Foster an appreciation of French-speaking cultures and global diversity.
- Reinforce pupils' knowledge by marking key dates in the calendar and engaging in relevant workshops.
- Support children in developing a deeper understanding of their first language.
- Prepare pupils for future study by embedding strong linguistic foundations and intercultural awareness.

Through engaging lessons and authentic learning experiences, we aim for every pupil to leave as a confident, enthusiastic language learner ready to build on their achievements.

Computing Technology

Our Computing Technology curriculum for Years 4 to 8 aims to develop confident, creative, and responsible users of technology. We equip pupils with the skills, knowledge, and understanding needed to navigate the digital world and to prepare for future innovation.

At Devonshire House we:

- Build secure knowledge of computer science concepts, digital literacy, and information technology.
- Develop skills in coding, problem-solving, and computational thinking.



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- Encourage pupils to use technology creatively to design, build, and present their ideas.
- Promote safe, respectful, and responsible use of online and offline digital technologies.
- Foster resilience, collaboration, and innovation in digital learning.
- Prepare pupils for future study and the digital world by embedding key technical skills and critical thinking.

Personal Social and Health Education

Through engaging, practical experiences and high expectations, we aim for every pupil to leave, our PSHE curriculum for Years Oaks to 8 aims to equip pupils with the knowledge, skills, and attitudes to lead healthy, fulfilling, and responsible lives. We support pupils in developing emotional intelligence, positive relationships, and an understanding of their rights and responsibilities in both their personal and wider communities.

At Devonshire House we:

- Build a secure foundation in health, well-being, and personal safety.
- Develop an understanding of healthy relationships, mental health, and emotional resilience.
- Encourage pupils to reflect on their values, identity, and aspirations.
- Foster responsible decision-making, empathy, and a sense of social responsibility.
- Promote respect for diversity, inclusion, and active participation in the community.
- Prepare pupils for future life by embedding key concepts in financial literacy, citizenship, and ethical decision-making.

Through engaging lessons and real-life contexts, we aim for every pupil to leave with the skills, confidence, and values to lead a positive, balanced life and make informed choices. as a capable, confident, and ethical user of technology.

Geography

Our Geography curriculum for Years 4 to 8 aims to inspire curiosity and a deep understanding of the world. We equip pupils with the knowledge, skills, and geographical thinking needed to explore and engage with diverse environments, cultures, and global challenges.

At Devonshire House we:

- Build secure knowledge of physical and human geography, including key concepts and geographical features.



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- Develop skills in map reading, data interpretation, and geographical enquiry.
- Encourage pupils to understand the relationships between people, places, and the environment.
- Foster an appreciation of global diversity and the importance of sustainability.
- Promote critical thinking and the ability to evaluate geographical issues from multiple perspectives.
- Prepare pupils for future study by embedding key geographical vocabulary and concepts.

Through stimulating lessons and real-world connections, we aim for every pupil to leave with a strong geographical understanding and a global outlook on the world's interconnectedness.

Drama

Our Drama curriculum for Years 4 to 8 aims to inspire creativity, build confidence, and develop key communication skills. We equip pupils with the tools to explore storytelling, character development, and performance, encouraging self-expression and empathy through the art of drama.

At Devonshire House we:

- Build a secure understanding of drama techniques, including voice, movement, and staging.
- Develop creative thinking and the ability to express ideas confidently and collaboratively.
- Encourage pupils to explore a wide range of texts, characters, and performance styles.
- Foster empathy and an appreciation for different perspectives through role-play and performance.
- Promote teamwork, resilience, and reflection through group performances and individual projects.
- Prepare pupils for future creative endeavours by embedding key drama vocabulary and performance skills.

Through inspiring teaching and performance opportunities, we aim for every pupil to leave with a strong foundation in drama and the confidence to express themselves creatively.

Music

Our Music curriculum for Years 4 to 8 aims to nurture creativity, musical appreciation, and confidence through performance and composition. We equip pupils with the knowledge, skills, and enthusiasm to explore music from a variety of cultures, styles, and historical periods.



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At Devonshire House we:

- Build secure musical skills, including rhythm, pitch, and harmony, through practical and theoretical learning.
- Develop confidence in singing, playing instruments, and composing original pieces of music.
- Encourage pupils to appreciate diverse genres, cultures, and musical traditions.
- Foster creativity, teamwork, and performance skills through group and solo musical projects.
- Promote self-expression, resilience, and reflection through regular musical practice and performance.
- Prepare pupils for future musical exploration by embedding key musical vocabulary and concepts.

Through engaging lessons and performance opportunities, we aim for every pupil to leave with a love of music and the skills to express themselves creatively through sound.

Physical Education and Games

Our Physical Education (PE) and Games curriculum for Years 4 to 8 aims to develop physical fitness, teamwork, and a lifelong passion for physical activity. We equip pupils with the skills, knowledge, and confidence to enjoy, participate in, and excel in a variety of physical activities and sports.

At Devonshire House we:

- Build a secure foundation in physical fitness, coordination, and movement skills.
- Develop teamwork, sportsmanship, and leadership through team sports and cooperative games.
- Encourage pupils to participate in a range of physical activities, both competitive and recreational.
- Foster resilience, discipline, and fair play, promoting respect for others both on and off the field.
- Promote an understanding of the importance of health, well-being, and a balanced lifestyle.
- Prepare pupils for future involvement in sport and physical activities by embedding key skills, techniques, and knowledge.

Through engaging lessons, competitive opportunities, and a focus on enjoyment, we aim for every pupil to leave with the confidence, skills, and enthusiasm to continue participating in physical activity throughout their lives.

Forest School



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Our Forest School curriculum for Years Oaks to year 3 aims to foster a deep connection with nature, promote outdoor learning, and encourage personal growth. Through hands-on, experiential learning in natural environments, we equip pupils with the skills, confidence, and resilience to explore and engage with the outdoors.

At Devonshire House we:

- Build a secure understanding of the natural world, including local ecosystems, flora, and fauna.
- Develop practical skills in outdoor activities such as building shelters, using tools, fire safety, and survival techniques.
- Encourage creativity, problem-solving, and independent thinking through nature-based activities and challenges.
- Foster teamwork, communication, and resilience in a supportive outdoor setting.
- Promote a sense of responsibility for the environment and an understanding of sustainability and conservation.
- Prepare pupils for lifelong engagement with the natural world, promoting well-being and mental health through outdoor experiences.

Through inspiring outdoor activities and immersive learning experiences, we aim for every pupil to leave Year 3 with a strong sense of connection to nature and the confidence to navigate and appreciate the outdoors.

Roles and Responsibilities

A class teacher's role is to plan, deliver, and assess high-quality, engaging lessons that align with the school's curriculum intent, meet the academic needs of all learners, and contribute to their academic, social, and personal development.

A Form Teacher's role is to support students' overall academic progress by fostering a positive learning environment, monitoring individual performance across subjects, and acting as a liaison between students, subject teachers, and parents, ensuring that each student is supported in accessing and engaging with the curriculum effectively.

A subject leader's role is to design, monitor, and evaluate a coherent and ambitious curriculum for their subject, ensuring high-quality teaching, effective assessment, and progress for all learners while supporting and developing staff expertise.

The Deputy Head and Senior Deputy Head Curriculum's role is to lead the design, implementation, and evaluation of a cohesive, ambitious, and inclusive curriculum, ensuring it meets statutory requirements, supports outstanding teaching and learning, drives progress and achievement for all pupils, and fosters staff development through training, collaboration, and support.



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The Headteacher's role is to set and communicate a clear vision for a broad, balanced, and ambitious curriculum, ensuring its effective implementation, monitoring its impact on pupil outcomes, and fostering a culture of high expectations and continuous improvement across the school.

The Governors' role is to provide strategic oversight by ensuring the curriculum is ambitious, inclusive, and meets statutory requirements, holding school leaders to account for its implementation, impact on pupil outcomes, and support for staff development.

Spiritual, Moral, Social and Cultural Development.

Definition:	At Devonshire House We:
Spiritual Development: Exploring beliefs, values, creativity, and one's connection to the wider world. It focuses on developing a sense of meaning and purpose, not necessarily on religious faith.	Prioritise children's social development as fundamental to their wellbeing and success. We place strong emphasis on Personal, Social and Health Education (PSHE), where pupils explore relationships, emotions, empathy, and collaboration, developing essential life skills for the modern world. We enhance our provision through Tooled Up Education, an evidence-based platform providing staff and parents with current research and practical strategies for supporting children's social and emotional development, including digital wellbeing and mental health. Weekly assemblies unite our community, reinforcing shared values, celebrating diversity, and promoting belonging. This comprehensive approach ensures pupils' social needs receive the prominence they deserve in supporting holistic development.
Moral Development: Understanding right from wrong, recognizing consequences, and engaging with ethical issues.	Foster a strong moral development through a comprehensive approach that embeds ethical understanding throughout school life. Our behaviour and reward policy promotes positive choices, personal responsibility, and respect for others, helping pupils understand the impact of their actions. Pastoral support is central to our ethos, with all staff nurturing pupils' moral growth, while form



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	tutors provide dedicated guidance and mentorship. Pupils benefit from regular opportunities to engage in discussion and debate across curriculum subjects, enabling them to explore diverse perspectives, develop reasoned arguments, and consider complex moral questions. This multifaceted approach ensures pupils develop the strong moral compass necessary for responsible citizenship.
Social Development: Developing social skills, working effectively with others, participating in the community, and resolving conflicts.	Provide rich opportunities for social development throughout each stage of childhood. In younger years, play-based learning enables children to develop cooperation, sharing, and communication skills through natural interaction and exploration. We place strong emphasis on sport and team games, where pupils learn collaboration, leadership, and resilience whilst building meaningful friendships. Our broad range of co-curricular options ensures every child finds activities that interest them, fostering social connections across year groups and developing teamwork skills. Form tutors provide ongoing social guidance, supporting pupils in navigating relationships, resolving conflicts, and developing the interpersonal skills essential for success in their future lives.



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Cultural Development:

Appreciating cultural influences, understanding and celebrating diverse viewpoints, and participating in a range of cultural experiences.

Celebrate cultural diversity and fosters deep cultural understanding. Through our Religious Education curriculum, pupils learn both about and from different religions, developing respect for varied beliefs whilst having opportunities to celebrate their own faith traditions.

Our vibrant international school community enriches daily learning, with pupils sharing diverse cultural perspectives and experiences. We maintain a wide calendar of celebrations including Diwali, Thanksgiving, and festivals from multiple traditions, enabling children to appreciate global cultures firsthand.

This inclusive approach ensures pupils develop cultural awareness, respect for difference, and a strong sense of their place within our diverse, interconnected world.

Assessment

All pupils are continuously assessed throughout their learning journey at Devonshire House.

Assessment of Learning is a summative evaluation that measures what pupils have learned at the end of a period of teaching, providing a judgement of their achievement against specific standards or learning objectives. Assessment of learning could include:

- End of unit/topic tests
- Termly/half-termly standardised assessments
- End of year examinations
- Baseline assessments
- End of project presentations or performances
- Informal classroom techniques such as cold calling, exit tickets, thumbs up or down.

Assessment for Learning is formative assessment that takes place during the teaching process to identify pupils' current understanding, inform next steps in teaching, and guide pupils' progress towards learning goals. Assessment for learning could include the above points and:

- Daily questioning and dialogue
- Low stakes quizzes



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- Observation during lessons and play
- Marking and feedback on work
- Self-assessment and peer assessment

For further information on how we feedback on pupils learning please refer to our Marking and Feedback Policy.

Co-curricular

Co-curricular clubs are vital for primary pupils' holistic development, providing opportunities to explore interests, develop new skills, build confidence, and form friendships beyond the classroom. These activities nurture talents, encourage risk-taking in supportive environments, and promote essential qualities including teamwork, perseverance, and creativity. This comprehensive programme ensures every child discovers their passions and develops well-rounded skills for life.

- Creativity clubs such as film, Lego, craft and art scholars.
- Sports clubs, for example football, netball, judo and ballet.
- Music lessons including various bands such as brass and jazz and ensemble groups.
- Dance clubs and an opportunity to participate in London Academy of Music and Dramatic Art (LAMDA)