



Donhead Preparatory School

Curriculum Policy: Reception

The Mission Statement

Donhead is a Jesuit school and as such is inspired by the vision of St Ignatius Loyola in which God reveals his love for us in all things. The aim of Jesuit education is the formation of people of competence, conscience and compassion, who are men and women for others.

In accordance with our Mission Statement we aim to offer a broad and balanced curriculum to our pupils, which promotes their personal, social, emotional and spiritual development as well as their mental and physical development. We are laying the foundations for a lifetime so that our pupils can become independent, successful and confident learners to be able to cope with and manage future life experiences.

At Donhead We Aim

- a) To provide a safe and stimulating environment, where we value the individual needs of each child. To provide an environment which enables the children to learn through play or through a more formal setting.
- b) To integrate a broad and balanced curriculum, within a Jesuit setting, that will cherish and build on each pupil's experiences to assist them in becoming compassionate, well-mannered and skilled individuals. We aim to foster positive relationships.
- c) To help the pupils acquire speaking, listening, literacy and numeracy skills through a wide range of activities including mathematical work, drama, written exercises, demonstrations and other activities aimed at enhancing these four key skills.
- d) To extend the foundations of religious education by developing personal values and beliefs and becoming aware of and respecting cultural and religious differences.
- e) To expect high standards and we encourage each child to achieve their maximum potential within their learning comfort zone.
- f) To prepare the children for entering formal schooling in Pre Prep 1.
- g) To work respectfully and responsibly as members of a school community, working within a democratic society.

Curriculum

The Early Years curriculum takes account of what the pupil knows and builds on his knowledge and understanding, within a motivating and engaging environment. The curriculum is play-based although we do expect the pupils to engage in teacher-directed activities as well as self-chosen activities. The Foundation Stage is divided into the following areas of learning and development:

- Personal, Social and Emotional Development.
- Communication and Language.
- Physical Development.
- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

These seven areas of learning and development together make up the skills, knowledge and experiences for young children as they grow, learn and develop. Although these are presented as separate areas, it is important to remember that for children everything is linked and nothing is compartmentalised.

Each area is taken into consideration during medium term planning and weekly planning. Medium term planning is topic based to enhance cross-curricular teaching. Weekly evaluations and observations take place to assist in monitoring each child's progress and development. These evaluations and observations help to inform planning and revise future tasks.

Homework is given to Reception children and mostly focuses on the key areas of Literacy and Mathematics. Parents are asked to support their children with daily reading and learning the Reception high frequency words.

Subject specialists teach PE and Games, Music, MFL and ICT. In addition, all classes have access and use of the Chapel, Auditorium, Gym, Music Room and Computing Suite.

Termly Curriculum Outlines are made available to parents at the start of every term. Information sessions are held at the beginning of the new academic year for Reception parents to assist in the way that phonics is taught at Donhead.

Heads of Department monitor the standard of teaching and learning in their subject through book scrutiny and lesson observations, as well as through the examination of Medium Term and Weekly Planning. They also monitor the types and levels of assessment in their subject. By these methods we are able to monitor standards and progress, evaluate the outcomes and prioritise in terms of need. In this way we ensure that we are fulfilling our school aims.

Planning

In the Foundation Stage we plan to ensure continuity for children's learning and to challenge them to help them reach their true potential.

- Long term plans are devised by means of a topic based approach
- Medium term plans cover all the objectives that will be taught every half-term and display how each objective will be achieved
- Short term plans show the specific learning objectives and the activities that will be covered over a weekly period
- Planning covers the Early Learning Goals within the Foundation Stage Document and is supported by the National Literacy and Numeracy Strategies.

Assessment

In Reception we abide by a formative assessment system (Foundation Stage Profile-statutory assessment) with a summative judgement of progress at the end of the year.

- In Reception, we employ a Foundation Stage Profile observation sheet that covers all seven areas of learning. This observation sheet highlights each child's skills, knowledge and understanding in all seven areas of learning and enables us to see the progress he makes throughout the year. Each term, the Reception teacher and Teaching Assistants will observe children and record these observations to include them in the profile.
- In Reception we collect evidence of learning from observations, notes from parents, samples, such as drawing, writing, photographs and planned focused observation. All these methods feed into the Foundation Stage Profile, alongside the teacher's knowledge of the child.

- Teachers meet with parents twice a year, once in the Michaelmas Term and again in the Lent Term. A report card is sent home at the end of the Michaelmas and Lent terms with an effort grade for each of the seven areas of learning.
- At the end of the Trinity Term each parent will receive an end of term report which details progress and achievements made throughout the year.

Class Management

In the Foundation Stage we ensure that there is a balance between child-initiated learning and adult directed activities by:

- Providing a stimulating environment
- Presenting the children with a variety of enriching and relevant activities that will encourage them to become independent learners and allow them to challenge themselves by their own accord
- Planning focused activities directed by the teacher or teaching assistants that will reinforce the curriculum taught and inform assessment and planning
- Including whole class sessions on the carpet where pupil involvement is emphasised
- Providing resources and equipment that are accessible to the children at any time in order for them to operate independently within the environment
- Supplying outdoor access, which at times might link with the teaching within the classroom, to allow the children to explore and further their learning through play

SEN /EAL/Gifted & Talented

We ensure that all children have access to the Foundation Stage Curriculum by differentiating tasks within the classroom and thus, making them accessible to every child. Liaising with the SENCO is necessary if we feel that early intervention and support, be these needs of an SEN or EAL nature, will provide the child with the help he needs.

Extension activities are provided for those children who are gifted and talented in any given area.

Resources

The Assistant Headteacher (Pre-Prep) is responsible for managing resources in the Foundation Stage, in association with the form teachers.