

COGNITA
TEACHING EXCELLENCE



DOWNSEND
SCHOOL
PRE-PREP LEATHERHEAD

Curriculum Policy

**(This policy relates to the whole school including the
Early Years Foundation Stage.)**

Downsend Pre-Prep Leatherhead aims to:

- Develop the individual abilities of each child in a secure, caring and friendly environment where they are happy and motivated to learn and to appreciate the benefits of healthy living and physical fitness.
- Encourage participation, enjoyment and success in all areas of the school's curriculum to create a well-rounded, confident child who shows respect, tolerance and compassion towards people and the environment.
- Help children develop self-worth and maturity so they are equipped to deal with life's challenges and are well-prepared for the next stage of their education.
- Create a strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.
- Fulfil the potential of each pupil in our care.

Introduction

The school provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The curriculum throughout the school has breadth and balance. There is effective integration of knowledge, skills and understanding. Personal and social capabilities and identified cross-curricular aspects, including ICT permeate the curriculum.

- We believe that we are preparing children not only for their next school, but also for the life that lies beyond them.
- We regard these school years (from the ages of 2 to 6) as forming the base on which our pupils will build their future education.
- We therefore aim to give our pupils as broad an education as possible during their time with us.
- To this end, we place a strong emphasis on a broad curriculum, with Music, French, Dance/ Drama and PE all taught by specialist teachers from the age of two.
- The pupils' spiritual, moral, social and cultural development is also given strong emphasis, by incorporating Circle Time into the timetable.

Aims of the curriculum

At Downsend Pre-Prep Leatherhead we undertake to:

- Have high expectations of the children and ourselves
- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
Develop confident, disciplined and enquiring learners who are able to
- make informed choices

- Foster a love of learning
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships between all members of the school community
- Ensure equal opportunities in relation to gender, race, class, special needs and beliefs
- Provide a safe, happy work place
- Promote respect for the values of democracy and the freedoms of the individual.
- Value and respect all cultures.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Foster the development of pupils' spiritual, moral, social and cultural awareness.

The EYFS years.

The learning and development undertaken by every child in this department is planned in accordance with the framework 'The Early Years Foundation Stage Quality Framework'.

Under the guiding theme of Learning and Development there are seven clear areas of learning:

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

At the end of EYFS (i.e. Reception Year) formal assessments in the form of profiles and tracking scores are submitted to the local authority in conjunction with the EYFS requirements.

All areas of learning are of equal importance and are delivered in conjunction with each other. The development of each child is recorded through the use of Tracking Profiles which are submitted to the Local Authority at the end of Reception Year. These provide an accurate and detailed insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made.

A Learning Journey is created throughout EYFS which records children's progress, targets and achievements. Parents are encouraged to input into this profile. Photographs, pictures, work and notes are collated throughout the child's time in EYFS.

With a comprehensive view of the level of development for each child, an

appropriate and challenging curriculum can be delivered to ensure that the needs of the individual can be met effectively.

Careful and flexible planning between all the staff in contact with the children ensures a wide, varied and effective curriculum is delivered.

Key Stage 1: Year 1

Form teachers are responsible for teaching English (speaking and listening, reading and writing), Maths, Science, History, Geography, Art, DT, IT and RS. Subject specialist teachers are employed in French, Music, Dance/Drama and Physical Education.

Other Whole School Considerations:

Special Educational Needs.

It is not at all unusual for children to experience difficulties or delay in their development and learning. Sometimes a special need, whether temporary or longer term, is identified easily; sometimes in the early years, it can take a little time to understand what is causing the difficulty.

We aim to monitor all children's progress closely and to share the information fully with parents, so that we can all serve the best interests of the children in our care and help them to reach their full potential. We have a Special Educational Needs teacher and wider support is available through Surrey's Early Years and Childcare Service, and by referral to local NHS services, for example paediatricians and speech and language therapists. We also benefit from close association with private therapist and consultants and can call on the services of individual support teachers who can help in specialised one-to-one sessions if required.

English as an Additional Language

Any child for whom English is an additional language is monitored by the class teacher and given extra support if required.

Trips and Outings

Trips and outings form an important part of our curriculum. They are used to complement an area of learning and full use is made of the local facilities of museums, art galleries, theatres and sites of scientific interest.

Homework

Children in Reception take home reading books each night.

In Year 1 nightly reading continues and in addition, spellings are sent home and a maths activity to complete weekly.

Assessment and Reporting

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. INSETS are delivered at the beginning of each term, often with follow-up sessions. It is recommended that staff attend two courses during the academic year; one related to their subject and one for their personal development.

Gill Brooks, August 2016
Next Review: September 2017