

Durston House

Reception Policy

Aims of the Policy

- to ensure that our youngest pupils receive a broad, high-quality education
- to ensure that our Reception pupils are fully prepared for the challenges of the Year 1 curriculum
- to ensure that the pupils in Reception are happy, healthy and safe

Objectives of the Policy

To provide parents and teachers with a clear understanding of:

- the principles on which the curriculum is based
- the educational aims of the curriculum
- the content of the curriculum
- the means of assessment
- the provision for pupils with SEND and EAL
- the arrangements for the supervision of pupils throughout the school day
- to complement all relevant school policies and procedures found in the Durston House Operations Tree including the Pastoral Care and Safeguarding Policies

Introduction

The majority of pupils join Durston House Pre-Prep in their Reception year; there is no Nursery Provision. All pupils at Durston House have equal access to a full-time, supervised education. In Reception, the boys have an optional Wednesday afternoon when they can be picked up at 11.55 a.m. or 1.00 p.m. If they wish to stay then they are collected at the usual time of 3.15 p.m.

The school aims to give each pupil a balanced education that enables him to attain excellence in academic, creative and physical pursuits, whilst guiding his social, moral and spiritual development. This is achieved in a disciplined environment within which security and happiness are paramount. A positive partnership between school and home aids to the pupil's well-being. The Reception year is seen as a transition from nursery and the home environment to school; parental involvement is welcomed and encouraged.

Principles of the Reception Curriculum

At Durston House, we believe that:

- the youngest pupils benefit from a broad, stimulating, challenging curriculum that encourages exploration and discovery through purposeful play and teacher-led lessons.
- the curriculum should be designed to develop the whole child.

- all pupils in a year group should have equal access to the curriculum.
- all pupils, including those with SEND (special educational needs or disabilities) or EAL (English as an additional language), will have the opportunity to learn and make progress.

The Nature of the Curriculum Offered

The curriculum is designed to be broad and challenging and to allow each pupil to reach his potential. Class teachers remain with their forms for the majority of lessons but specialist teachers take the boys for Music and Games each week.

Much of the planning and teaching is cross-curricular with many subjects overlapping one another. Timetables do indicate where the main focus of the lesson will be, but it is recognised that flexibility is required when teaching very young pupils. Lessons are taught in English, Mathematics, PSHME, Topic (encompassing Geography, History and Science), ICT, Art, Music and P.E.

English

The ‘Jolly Phonics’ scheme, alongside ‘Letters and Sounds’, is used to teach Reading, Writing, Spelling and Comprehension. Boys use a combination of interactive software, table-top games and worksheets. From the start, teachers emphasise the importance of forming letters and holding the pencil correctly.

Later in the year, once all of the letter sounds have been introduced and are secure, boys begin to take reading books home. Initially these are from a variety of reading schemes, but towards the end of the year the Oxford Reading Tree is mainly used.

Throughout the year there are many opportunities for learning about English through play, including speaking and listening activities, which help build vocabulary and confidence. Role play activities and Small World equipment, along with other toys and games, encourage ‘pretend’ play. Staff and boys read stories regularly and create class stories and books. House Competitions, the Literary Festival, Class Assemblies, the Harvest Festival and the Christmas Production offer multiple opportunities for boys to perform in front of an audience and to learn songs and poems off by heart.

Mathematics

Initial learning in Mathematics is through practical experience, both through play and adult-initiated activities. Pupils have the opportunity to explore number, shape and pattern, and measure and position, using a variety of resources. Teachers use Abacus equipment and software to introduce many concepts. Numicon and Teejay Maths are also used. Boys learn to form their numbers correctly early in the year, and are introduced to formal recording, particularly of addition and subtraction, before moving to Year 1.

Computer Science

Boys use the Interactive White Board throughout the year and participate in activities and games. In the second term, boys are taught how to log on to and use the programme Purple Mash on the school tablets, after which they have access to the tablets in the classroom several times each week. Boys learn to manipulate the screen and open and close a variety of

programmes. They use modelling and simulation games and Paint programmes to make their own artistic creations and learn about the multitude of features available to them.

Art

A large variety of creative art materials are available for boys to use throughout the year. Work is celebrated in class and exceptional pieces are displayed in the Pre-Prep art gallery on the Pre-Prep stairwell. Boys create both 2D and 3D pieces and they are given opportunities to show their work to the class.

Music

Boys attend two half-hour Music lessons with a specialist Music teacher every week. They have the opportunity to explore and learn about a range of instruments and musical techniques, and learn a variety of different songs. In the Autumn Term and at Christmas, they learn songs for the Harvest Festival and the Christmas Production. The boys get used to performing on stage in front of an audience. In Year 1, the boys can have tuition in Violin, Piano, Guitar or Recorder.

Music and Movement

In Music and Movement, pupils use the participative 'Sticky Kids' programme and create their own dances and movement. 'Sticky Kids' is also used to support the PSHME curriculum, both through exercise and with the use of their 'Munch and Crunch' programme.

Physical Education

Boys have one outdoor Games lesson every week with a specialist teacher. In this they learn many skills which will support their future development in Games and PE, and they have the opportunity to develop their co-ordination, balance, listening skills and self-control as well as learn how to work as part of a team. Boys also have opportunities for free play outdoors, several times a week, at Castlebar Field. During playtime, they can use bikes, climbing equipment, or play ball games.

Topic

Planning is cross-curricular and covers a different topic area each half term. The six topics are: People Who Help Us, Festivals, Animals, Ourselves, Transport and Minibeasts. Boys have the opportunity to share and discuss their prior knowledge of each topic, and to use the internet and books, as well as class activities, to learn more. Topic lessons are interactive and creative, often leading to displays and artwork being produced. There are two topic-related outings in the Spring and Summer Terms, which are evaluated by staff each year and adapted as appropriate. Boys also have opportunities throughout the year to attend various workshops, and, as part of our animals and minibeasts topics, to watch ducklings and butterflies hatch in school. Much of our topic work takes place outdoors, where boys can explore in the woods and the gardens, and use natural resources to enhance their play.

Personal, Social, Health, Moral and Economic Education

PSHME is taught across all areas of the curriculum, and followed up with regular Circle Time where necessary. Boys learn to work together, take turns and play co-operatively. They are made aware of the expectations set and the rules and boundaries that are in place. Boys learn to behave in a way that keeps them and those around them safe. They are taught to be kind and

to respect others and their environment. Regular Vertical Group meetings allow the boys to get to know others from year groups throughout the school.

They are taught about right and wrong and learn the Golden Rules. During Anti-Bullying Week they are encouraged to think about the importance of being a good friend and of accepting everyone. They learn to use social skills in different contexts and are taught strategies to help with conflict resolution. There are many opportunities for teambuilding.

Boys are encouraged to be confident, and to be proud of their achievements. They earn Plus Points for good work or exceptional behaviour. These contribute to the whole-school House Shield. Pupils receive Bronze, Silver and Gold certificates when they have earned 60, 120 or 180 Plus Points. Each boy has the opportunity to be the class Star of the Week and achievements are celebrated in assemblies and are displayed on the Celebration Noticeboard for parents.

Independence is expected in work, play, and in managing personal needs and behaviour. Pupils starting at Durston House must be fully toilet-trained and parents are encouraged to teach their sons to dress and feed themselves. Instruction in personal hygiene is given throughout the day and its importance is emphasised.

Healthy eating is actively encouraged and boys are taught about good table manners and the need to wash their hands before eating. Pupils bring their own healthy snack and lunch to school; they are not allowed to bring in sweets, chocolate, fizzy drinks or foods containing nuts. Boys have the opportunity to try a variety of healthy foods throughout the year in topic work and to discuss why eating a variety of healthy foods is important. In PE and Music and Movement, boys have many opportunities to experience a variety of sports and other physical activities and to talk about why physical exercise is important for good health.

Spiritual and Cultural Development

Reception boys are encouraged to use their imagination and be creative in all areas of the curriculum but especially in Music, Music and Movement, and Art. They are afforded numerous occasions to enjoy being outside, owing to the extensive outdoor areas. Their sense of awe and wonder is encouraged as they have first-hand experience of watching ducklings hatch and butterflies developing the classrooms.

Twice during the year, Reception boys go on an outing, and they learn about the community in which they live through assemblies, visiting speakers and lessons focusing on religious festivals. They are encouraged to work together well and are taught to respect and celebrate diversity.

Assessment

An assessment framework is in place to assess pupils' work regularly and thoroughly and the information from the assessment is used to plan teaching.

Formative assessment is ongoing throughout the year. Staff, who work directly with the boys, observe them at play and in more formal learning situations, and record achievements and progress online in electronic learning profiles, referring to the Durston House Reception Goals where appropriate.

In the first half-term, boys are assessed informally, again by observation, against the Durston House Baseline (which is based on the EYFS outcomes 40-60 months). Any boys who are not

achieving within the ‘baseline’ are monitored using the ‘DH Working Towards’ outcomes. As boys progress through the year, those who reach the DH Reception goals early will continue to work within the same areas towards the DH Extension goals.

Towards the end of the year boys may complete spelling tests of the tricky words they have been learning to ensure these are secure.

In the final half-term, the Head of Department will record boys’ achievement in relation to the Durston House Goals and records will be passed, along with individual profiles showing their progress throughout the Reception year, to the Year 1 teachers. Reception teachers meet with the Year 1 teachers towards the end of the academic year to discuss each boy and his individual learning needs.

Provision for Pupils with SEND

The school has regard to the SEND Code 2014 and teachers are aware that when planning and teaching they must be mindful of the four areas of need: communication and interaction, cognition and learning, social emotional and mental health and sensory and/or physical needs. There is a clear approach to identifying and responding to SEND and there is continual monitoring and review of pupils who have been identified as needing support.

Where a pupil is not reaching the expected developmental milestones, a cycle of action: assess/plan/do/review is initiated. Where necessary, external help from specialists is sought, including requesting EHC assessments. Parents are informed if their son is receiving SEN support.

EAL Pupils

Pupils for whom English is not their first language (EAL) are supported by the class teacher and the Teaching Assistant in the first instance, to enhance their command of the English language. Continued monitoring of EAL pupils takes place, and those who have not reached the expected level of English by the end of the Reception year will be referred to the Learning Support Teacher, who coordinates EAL provision.

Parents as Partners

At Durston House we recognise that parents have a sound knowledge of their son’s achievements, progress and ability when they start in the Reception year. They understand their likes, dislikes and fears and often know how to get the best out of them. The Reception staff work in tandem with parents, ensuring that the opportunities provided are best for each individual child and, where appropriate, use information from home to help inform planning and assessment for individuals, groups and classes.

Communication

Parents are encouraged to make an appointment to talk to their child’s teacher, or the Head of Pre-Prep, or to chat informally with staff at the end of the day if they have any concerns about their son. There is also a daily Message Book which is used for informal communication between school and home. Teachers will always let parents know if there is a concern about their child, and will ask parents to come into school for an appointment, when necessary. The Head of Pre-Prep will contact parents if a child is unhappy during the day for any length of time, or if he has been sent to the Office for disruptive behaviour.

During the Reception Year, parents are invited to a ‘Welcome to Durston’ afternoon. Parents spend an hour in the Reception classrooms learning about the curriculum. There is a special focus on English and Mathematics.

Parents can read essential policies on the school’s website. Updates about the curriculum can be found on the VLE. Daily messages are written on the chalk board at the entrance to the building.

The school database records information about the child including medical needs, parental and emergency contact details and other relevant home information.

The Facilities

There are three Reception classrooms in the Pre-Prep building. All classes use the Pre-Prep Library for both Library sessions and Music lessons. There is a garden at the front of the building which is timetabled for use by Reception classes throughout the week. Assemblies and House Meetings take place in various rooms in Haven Green Church Hall. Games Lessons, playtimes and Field Lessons take place at the Castlebar Field where there is a Pavilion that is used for lessons, activities and workshops. The Welfare Room on the ground floor has First Aid provisions, a sink with hot and cold water, and a bed with pillows and a duvet for very sick children. Pupils who are unwell and who are waiting for parents to collect them will wait in the School Office.

Reception play times take place in the playground behind 12-14 Castlebar Road, at Castlebar playing fields, and in Harvington Playground which is accessed directly from the Pre-Prep car park. Risk Assessments for each facility are reviewed annually.

Cameras and Mobile Phones

Teachers are only permitted to use the school cameras to take photographs of the boys. Each class teacher has a camera and it is his or her responsibility to ensure that it is stored securely. Photographs that are taken with the cameras are downloaded on to the school database and are deleted from the cameras on a regular basis.

Teachers may use their mobile phone only when they are not on duty or teaching. The Emergency Phone is carried to the field in the Emergency Bag and the Lead Teacher on a school outing takes the Outing Phone.

Supervision of Pupils

The School Day

The boys are admitted from 8.20 a.m and are registered at 8.45 a.m. Dismissal is at 3.15 p.m, apart from on Wednesdays when boys are dismissed at lunchtime. Free after school care is available up to 3.15 p.m. for any boys who would like to stay. This is supervised by the Reception classroom assistants, all of whom have NVQ Level 3. There may be occasions during the year when this afternoon provision will not be available. Parents will be informed of these dates in advance. In the first week of the Autumn Term, boys will attend school for half a day only. School will end for them on these days at 12.30 p.m.

Early Birds

Boys can attend 'Early Birds' from 8.00 a.m-8.15 a.m if they have been registered to do so. Early Bird boys are supervised by two Teaching Assistants in the Library. The ratio for Reception Early Birds is 1:8, with one of the assistants having a Level 3 qualification. The Head of Pre-Prep and the Pre-Prep Secretary are available to assist with Early Birds if a need arises.

During the School Day

There is a 3 class intake with a maximum of 17 boys in each class. Each class has a fully qualified class teacher who is their 'Key Worker' and a full-time Teaching Assistant. The 'Key Worker' ensures that each pupil is happy and well-cared for in school and that he makes progress in all areas of the curriculum. Throughout the day there is always a qualified First Aider (Paediatric) present and all Reception Teaching Assistants have at least NVQ Level 3. For the majority of the day, there is an adult to pupil ratio of 1:8. Play times are supervised by Teaching Assistants and there is a ratio of at least 1:17. The school employs Lunchtime Supervisors. The staffing ratio at lunchtime is at least 1:17. Staff are in close proximity at all times. Risk Assessments are revised each year to assess the level of staffing required.

After School

There is After School Care until 6 p.m. This is managed by the After School Care Supervisor aided by two After School Care Assistants. There is never more than a 1:8 ratio for boys in Reception. All members of staff hold up-to-date First Aid Qualifications (Paediatric) and one has NVQ level 3. In the event of staff absence, a Teaching Assistant is on hand to cover the duty. A member of SMT (Senior Management Team) is on call for the duration of the provision and it is his/her responsibility to ensure that any pupils left after 6.00 p.m. are delivered safely to the Headmaster's house at number 21 Castlebar Road. The pupils are then cared for by the Headmaster and his family until they are collected.

Staff

All staff are provided with opportunities for training and professional development. All new staff take part in a rigorous induction programme where they are informed about all aspects of school life, including Safeguarding.

Teaching Assistants and new staff are given extra support in the form of regular informal meetings with the Head of Reception. The Head of Reception monitors the training and development needs of staff and liaises with the Head of Pre-prep regarding this.

The Head of Pre-Prep deputises in the absence of the Head of Reception and is responsible for all aspects of behaviour management. The Headmaster is the Designated Officer for Safeguarding and the Head of Pre-Prep is the Designated Deputy Officer. All staff have regular training in Safeguarding and the Headmaster and the Head of Pre-Prep attend training on a regular basis.

The current Reception Class Teachers are as follows:

RF Class Teacher Head of Reception Ms D Finlayson BSc (Hons) (Middx) PGCE

RS Class Teacher Mrs A Stiglingh MA (Edinburgh) PGCE

RW Class Teacher Miss R Buchanan BA (Hons) (Auckland) GradDipEd QTS

The current Teaching Assistants are as follows:

Mrs A Latawiec Level 3 Child Care First Aid (Paediatric)

Miss C Dawson Level 3 Cache NVQ First Aid (Paediatric)

Mrs A Rickwood Level 3 BTEC Diploma First Aid (Paediatric)

The following are whole school policies which apply to all pupils at Durston House, including those in Reception.

- Safeguarding and Child Protection
- Behaviour Policy
- SEND Policy
- EAL Policy
- Missing Pupil Policy
- Before School and After School Supervision Policy
- Complaints Policy
- Anti-Bullying Policy

Evaluation of this Policy

This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.

<i>Created</i>	<i>15 Aug 2014</i>	<i>DF</i>	<i>Version 1</i>
<i>Revised</i>	<i>21 Nov 2014</i>	<i>DF</i>	<i>Version 2</i>
<i>Revised</i>	<i>4 March 2015</i>	<i>DF/HW</i>	<i>Version 3</i>
<i>Revised</i>	<i>15 Jun 2015</i>	<i>DF/HW</i>	<i>Version 4</i>
<i>Revised</i>	<i>29 Jan 2016</i>	<i>DF/WM</i>	<i>Version 5</i>
<i>Revised</i>	<i>2 May 2017</i>	<i>DF/WM</i>	<i>Version 6</i>
<i>Approved</i>	<i>6 June 2017</i>	<i>SMT</i>	<i>Version 6</i>
<i>Revised</i>	<i>January 2020</i>	<i>DF/NSh</i>	<i>Version 7</i>
<i>Next Revision</i>	<i>January 2022</i>		