



# ST EDMUND'S SCHOOL

## CANTERBURY

### Pre-Prep Curriculum Policy

#### Document Purpose

This policy reflects the values and philosophy of St Edmund's School in relation to the teaching and learning in the Pre-Prep. It gives a framework within which all teaching staff work and it gives guidance on planning, teaching and assessment.

#### Rationale

The Pre-Prep sets the standard that St Edmund's must meet to ensure the children learn and develop and are kept healthy and safe. Young children entering formal education have many years ahead of them in school. It is therefore important to begin this process in a sensitive and caring manner. We aim to produce a caring environment which enables our new children to settle into school with eagerness and enjoyment and develop a love for learning. The Pre-Prep has a strong commitment to raising standards and helping all children succeed. It strives to adopt a curriculum which reflects the aims and values of the school in the content and character of the curriculum.

#### Aims

- To provide high-quality care and education
- To provide a broad, balanced and challenging curriculum
- To provide a carefully structured curriculum including: provision for the different starting points from which children develop their learning, a content that is relevant and appropriate and will include planned and purposeful activities.
- To provide opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves such as research projects, role-play, making tables etc.
- To present learning in a creative, fun and stimulating way in a well-planned and well-organised environment
- To promote the spiritual, moral, cultural, mental and physical development of all children
- To prepare children for the opportunities, responsibilities and experiences of future life
- To promote Fundamental British Values
- To ensure all children will be made to feel included, safe, secure and valued.
- To develop good home-school communication

#### Curriculum Content

##### Early Years

All areas of learning and development are important and interconnected. There are three prime areas and four specific areas.

##### The prime areas

##### Communication and language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical development**

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, social and emotional development**

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **The specific areas**

#### **Literacy**

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### **Mathematics**

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

#### **Understanding the world**

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive arts and design**

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### **Key Stage 1**

The Pre-Prep broadly follows the National Curriculum. There are individual policies and schemes of work for all curriculum subjects.

#### **English**

- Spoken Language
- Reading – Word reading and comprehension
- Writing – Transcription including spelling and handwriting, composition and vocabulary, grammar and punctuation

#### **Mathematics**

- Number – place value, addition, subtraction, multiplication, division and fractions.
- Measurement – compare, describe and measure lengths, heights, mass or weight, capacity, volume, time and money.
- Geometry – properties of shapes, position and direction.
- Statistics – interpret and construct graphs, charts and tables

#### **Science**

- Working scientifically – asking questions, observing, identifying, classifying and performing simple tests
- Plants – identify, name and describe a variety of plants. Learn about their structure and how seeds and bulbs grow.
- Animals including humans – identify, name, describe and compare a variety of animals and learn about their offspring and basic needs. Learn about their structure and label parts of the human body.
- Everyday materials – identify, name, describe and compare a variety of everyday materials and their uses. Learn about how materials can be changed.
- Seasonal Changes – observe and describe changes and the weather associated with the seasons
- Living things and their habitats – observe, identify, name and describe a variety of plants and animals in their habitats

#### **Art and Design**

- Use a range of materials to make and design products
- Use drawing, painting and sculpture to share their ideas, experiences and imagination
- Develop a range of art and design techniques in using colour, pattern, shape, line, texture, form and space
- Learn about a range of artists, craft makers and designers

#### **Computing**

- Algorithms
- Create and debug simple programs

- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses for information technology beyond school
- Use technology safely and respectfully keeping personal information private

### **Design and Technology**

- Design – purposeful, functional and appealing products
- Make – select and use a range of tool, equipment and materials
- Evaluate – explore and evaluate existing ideas and products as well as their own
- Technical Knowledge – explore how structures can be made stronger, stiffer and more stable and the use of mechanisms
- Cooking and Nutrition

### **Geography**

- Locational knowledge – name and locate the world’s continents, oceans, countries of UK, their capital cities and the seas around.
- Place knowledge – similarities and differences in the human and physical geography of a small area of the UK and a small area of a non-European country
- Human and Physical geography – identify seasonal and daily weather patterns in UK, locate hot and cold places in the world and use basic geographical vocabulary to refer to human and physical features.
- Skills and fieldwork – use, maps to locate places around the world, simple compass directions, aerial photographs and simple fieldwork and observational skills.

### **History**

- Changes within living memory
- Changes beyond living memory
- The lives of significant individuals in the past
- Significant historical events, people and places in their own locality

### **Music**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

### **Physical Education**

- Master basic movements and apply these in a range of activities
- Participate in team games
- Perform dances using simple movement patterns
- Swim competently, confidently and proficiently over a distance of at least 25m
- Use a range of strokes effectively
- Perform safe self-rescue in different water based situations

### **Religious Education**

- Special people and places
- Festivals and celebrations
- Religious objects and symbols

### **Personal, Social, Health and Economic Education**

- Developing self-esteem and self-confidence
- Develop a healthy lifestyle
- Learn to keep themselves and others safe
- Develop effective and satisfying relationships
- Learn to respect the differences between people paying particular regard to the protected characteristics

- Develop independence and responsibility
- Learn to become good citizens
- Make the most of their abilities

### **Outdoor Learning**

Children have regular opportunities to learn outdoors in the playground, the wider school site and at Forest School. They take part in various explorations and investigations, such as using the available resources around them and simple tools to make models and pictures.

### **Home–School Partnership**

We aim to establish an effective partnership based on shared responsibility, understanding and mutual respect and dialogue by:

- Creating a welcoming atmosphere in the school with an open door policy so parents can come into class and see their child's work and talk about any concerns. In EYFS parents are informed that the class teacher is the key person but that they are welcome to talk to any staff.
- Providing information about school aims and routines and activities through the website, the handbook, the weekly Pre-Prep newsletter, home/school book and regular meetings.
- Acknowledging and valuing their role as parents and early educators by asking them to complete the Early Years Records before they start.
- Ensuring admission procedures are flexible to allow for children to feel secure and parents confident in the arrangements using settling in visits, toddler time nursery sessions, activity mornings and welcome meetings
- Providing regular parent/teacher consultations and written reports twice a year at the end of Autumn and Summer terms.
- Providing transition activities for children and parents to help them feel confident about moving to the next class.
- Organising events for children and parents to attend outside school hours.

### **Class Organisation and Teaching Style**

Classroom organisation will depend on the needs of the children and the aims of the lesson. However, a variety of approaches such as whole class lessons, group, paired and individual work will be experienced. Teaching is approached in a flexible way throughout the school with a balance between teacher led and child initiated activities. A variety of activities are planned such as 'hands on' experience with equipment and resources, teacher prepared materials and independent study tasks. Wherever possible and appropriate, educational visits and visitors are included in the planning. Children are encouraged to meet new challenges, practise their learning and deal with situations and emotions. Opportunities for doing and reflecting through first-hand experience are key elements. We provide a good adult: child ratio in each class.

The Pre-Prep is very well resourced and also benefits from being able to use the resources and expertise of the Junior and Senior School.

All children will be encouraged to make use of ICT across the curriculum, on the class computer, interactive whiteboard or in KS1 during the regular visits to the Junior School ICT suite.

The topics provide opportunities for cross-curricular links between the subjects such as English, Science, Maths, IT, History, Geography etc.

### **Assessment and Record Keeping**

#### **EYFS**

Children in the EYFS are assessed in three ways.

- Through daily observations.
- Regularly updating and tracking progress through the Foundations Stage Profile
- Termly assessments and reports.

We conduct our own baseline assessment for children entering Nursery and Reception.

This enables staff to meet the children's needs and to scaffold their learning appropriately. Children's progress is constantly monitored as they progress through the EYFS and at the end of Reception year final judgments are made on the child's progress using the Foundation Stage Profile. This information is shared with parents, Year 1 staff, Head of Pre-Prep and Governors.

### **Key Stage 1**

Children in Years 1 and 2 are assessed continually across the curriculum but also specially assessed once a term in writing, following the Ros Wilson criteria, reading, following ORT Assess and Progress and in Maths, using the Abacus Activelearn scheme. Children are tracked across the year and Key Stage.

At the beginning of the academic year children complete GL verbal and non-verbal reasoning papers and at the end of the year, SWST spelling tests and GL Maths Progress papers.

Comments are given to parents at termly parents' interviews and on reports. This information is passed on to the next teacher and Head of Pre-Prep.

### **Resources**

Resources are kept in the classrooms, library, resources room and staff room. The individual curriculum policies have detailed resource lists.

We are able to share resources from the Junior and Senior Schools.

### **Health and Safety**

We follow the school's guidelines on health and safety and safe practice must be promoted at all times. . (See Health and Safety Policy.)

Children are under close supervision while they are in our care. (See Supervision Policy.)

Parents complete extensive medical forms including information about allergies. Meeting are set up between medical staff/ the catering manager and parents to discuss their child's needs prior to the child starting school if necessary.

Up to date medical lists alert all adults to individual needs. Safeguarding/Welfare concerns are on the top of the agenda for each weekly staff meeting ensuring staff are aware of all children's needs across the Pre-Prep.

Risk assessments for buildings, class activities, off-site visits and outdoor learning activities are written and regularly checked and amended to ensure safety issues have been identified and that specific attention is made when activities are unusual and beyond the scope of normal safety practice.

Children are encouraged to make healthy eating choices. A healthy diet is provided at lunch and fruit is available at snack times. We are a peanut and nut free school and all parents sign a form to show they have read an explanatory letter.

### **Differentiation/AEN/Inclusion/Equal opportunities**

For effective learning to take place it is important to start from what each individual child can do and match activities to their stage of development. This is achieved through observations, assessment and tracking as well as parental information. Appropriate support is given to children who need it in a way that builds self-esteem and a sense of accomplishment; equally, extension activities are planned for those children who are ready to take their learning a stage further. Differentiation takes place constantly throughout the day in both teacher led and spontaneous activities, using our observations as a basis for this.

All children have access to the curriculum whatever their ability, race, gender or individual needs. We strive to make our environment inclusive for children with gifts and talents, English as an additional language or special educational needs. Reasonable adjustments are made when necessary so all children are able to access the curriculum. When the possibility of a child needing additional support is identified it is discussed with parents and our AENCO.

For more information see AEN policies.

## Evaluation

Evaluation is carried out to enhance the teaching and learning. It is the responsibility of the staff to monitor and evaluate the curriculum provision made within the school in order that pupils make the greatest possible progress.

A regular evaluation of the content of the schemes of work is made. This involves reviewing the coverage of the topics we have chosen, monitoring of teacher's planning and activities in the classroom and the progress and performance of the pupils during Key Stage meetings and Inset sessions. The organisation and teaching styles undertaken by all the staff are regularly evaluated through the appraisal process.

JEPE

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Governor

**Review Date: September 2020**

<b>Version Number</b>	<b>Date of Amendment</b>	<b>Signature</b>
1	March 2015	
2	September 2015	
3	September 2016	
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5	September 2018	
6	September 2019	