



## **Pre-Prep Curriculum Policy**

(In this policy, the term 'Pre-Prep' includes Nursery, Reception, Year 1 and Year 2 and 'Nursery' includes Ladybird and Butterfly classes.)

### **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 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 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**

The term 'Early Years' refers to the years from birth to 5. In this policy, in the Pre-Prep we are referring to curriculum content for 2-5 years old.

The Early Years curriculum follows the 'Statutory Framework for the Early Years Foundation Stage 2021' with reference to the 'Development Matters' document. 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**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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

Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### **Physical development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.

### **The specific areas**

#### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught

later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).

### **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go,' talk to adults and peers about what they notice and not be afraid to make mistakes.

### **Understanding the world**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Expressive arts and design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe

### **Key Stage 1**

Year 1 and Year 2 classes broadly follow the National Curriculum. There are individual policies and schemes of work for all curriculum subjects.

### **English**

- Spoken Language
- Reading – Word reading, phonics, 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
- E-Safety - 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

### **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

### **Relationships and Sex Education**

- This is taught within the PSHEE, RE and Science curriculum.

### **Outdoor Learning**

Children have regular opportunities to learn outdoors in the playground, the wider school site and at the Forest School sites. They take part in various explorations and investigations, such as using the available resources around them and simple tools to make models and pictures. Staff are guided and supported by the Forest School leaders in the Pre-Prep, Junior School, and Senior School.

### **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 Pre-Prep newsletters, home/schoolbook, 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 report.
- 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 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.
- Teacher assessment
- 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.

Table of assessments for EYFS

Nursery	September to July	Baseline assessments on entry to Nursery
	September to July	Tapestry observations, teacher assessment
	December	Age-appropriate writing, maths, and self portrait
	March	Age-appropriate writing, maths, and self portrait
	June	Age-appropriate writing, maths, and self portrait
Reception	September to June	Tapestry observations and teacher assessment
	December	Writing (Ros Wilson), Reading (ORT Assess and Progress), age-appropriate maths and self-portrait.
	March	Writing (Ros Wilson), Reading (ORT Assess and Progress), age-appropriate maths and self-portrait.
	June	Writing (Ros Wilson), Reading (ORT Assess and Progress), age-appropriate maths and self-portrait. EYFS Profile Judgements

## Key Stage 1

Children in Years 1 and 2 are assessed continually across the curriculum but also specially assessed at different points in the year as detailed in the table below.

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

Year 1	September	Verbal and non-verbal assessments
	December	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (White Rose Maths) and self-portrait.
	March	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (White Rose Maths) NFER tests in English and Maths
	June	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (White Rose Maths) NFER tests in English and Maths SWST spelling test and Year 1 Phonic screening
Year 2	September	Verbal and non-verbal assessments
	December	Writing (Ros Wilson), Reading (ORT Assess and Progress), NFER tests in English and Maths
	March	Writing (Ros Wilson), Reading (ORT Assess and Progress) NFER tests in English and Maths
	June	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (White Rose Maths) SWST spelling test

In Year 1, children who are still working at the Foundation Stage Curriculum level will be assessed using the Profile.

All results will be recorded along with teacher assessments to facilitate tracking and target setting. Progress tests will be analysed to aid future teaching and planning.

## 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. Meetings 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 staff 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.

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

### **Review**

Policy and supervision will be reviewed regularly.

**Reviewed Sept 2025**

**Review Date: September 2026**