

Arnold House School

# PRE-PREP (including EYFS) CURRICULUM POLICY

REVIEW DATE: JULY 2024

# Pre-Prep Curriculum Policy

## Early Years Foundation Stage and National Curriculum - Y1

### Introduction:

Under the umbrella of Pre-Prep; Pre-Reception, Reception and Year 1 grow and thrive in the school setting based at Marlborough Place. Each stage is valued for its focus on child development and teaching and learning practices and approach.

At Arnold House School we value the importance of the Early Years, and the role it plays in shaping our boys into well-rounded individuals, with opportunities to thrive in a nurturing, exciting and challenging environment. In the Early Years, the boys are scaffolded in their development, helping them embrace their experience and make progress, along the way, preparing them not only for more structured learning in Year 1, but for life itself.

**The Early Years Foundation Stage is guided by four overarching principles which are also adopted in Year 1:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or guardians.
- Importance of **learning and development**. Children develop and learn at different rates.

### Staffing:

Whilst staffing in the EYFS has specific guidelines, with ratio requirements in place, continuity in staffing is seen throughout the various stages in Pre-Prep with a high level of adult-child ratio.

Mrs. Victoria McKenzie (Head of Pre-Prep and Deputy DSL)

Miss. Kelly-Ann Brennan (Deputy Head of Pre-Prep, Year 1 Teacher and Deputy DSL)

Mrs. Donna El Jacifi (Deputy Head of Learning Support)

Mrs. Anna-Marie Wootten (Pre-Prep Support Teacher, Forest School Teacher and Phonics Lead)

Miss. Emma Rafferty (Reception Teacher)

Miss. Vicky Hennessy (Reception Teacher)

Ms. Vanessa Geffriaud (Pre-Reception Teacher and Early Years French Teacher)

Mrs. Kacie Taylor (Pre-Reception Teacher)

Ms. Patricia Legan (Year 1 Teacher)

Miss. Rachel Ayrton (Year 1 Teacher)

Miss. Molly Traeger (Year 1 TA)  
Miss. Sofia Gonzales (Year 1 TA)  
Miss. Nikki Stewart (Reception TA)  
Mr. George Ragias (Reception TA and Pre-Prep Greek Teacher)  
Miss Nadine Dawkins (Reception TA)  
Mrs. Anita Ram (Pre-Reception TA)  
Mr. Harry Hodgson (Pre-Reception TA)  
Mrs. Lucy McCartney (Pre-Reception TA)  
Miss. Masuma Begum (Pre-Reception TA)  
Miss. Joyce Lam (Pre-Prep Support Teacher and Pre-Prep Mandarin Teacher)  
Mrs. Daisy Watts (Year 1 French Teacher)  
Mr. Ned Lutyens (Early Years PE Teacher)  
Mr. Alex Ingram (Pre-Prep PE Teacher)  
Mr. Harry Millburn-Fryer (Year 1 PE Teacher)  
Ms. Danusia Adamska-Baszko (Assistant Director of Music)

### **Pre-Prep Administration**

Miss. Megan Cullinane (PA to Head of Pre-Prep)  
Ms. Gail Buranathai (Pre-Prep Receptionist)  
Miss. Chioma Okeke-Aru (School Receptionist)  
Miss. Dimitra Bakalgianni (School Receptionist)  
Mrs. Nicola Kasin Lewis (School Nurse)

### **Structure:**

In Pre-Reception there is a teacher, and two teaching assistants for each class. In each Reception class, there is a teacher, a teaching assistant, and an additional TA who works between both classes, giving support where needed. The Head of Pre-Prep oversees the entire department, ensuring teaching and pastoral care is to a high standard, and that all boys are making progress. In Year 1 the same staffing model as Reception is used, with the Deputy Head of Pre-Prep involved in the organisation and implementation of the Year 1 curriculum.

Additionally, there are two support teachers based in Pre-Prep allowing a proficient level of care and attention to be maintained during staff breaks, staff PPA and to provide cover for staff absences, ensuring continuity and supervision are up upheld.

In Pre-Reception, each staff member has a key group of children with whom they work closely, gathering information and maintaining records to be shared in parent/teacher consultations. These may be rotated throughout the year.

In Reception and Year 1, the class teacher works in partnership with their TAs to assess individual needs and monitor progress and development.

A ratio of 1:8/10 is maintained in Year 1, a ratio of 1:8 across the Reception year group, and a ratio of 1:6/ 7 in Pre-Reception, ensuring an elevated level of care and attention is given to each boy.

These ratios are enhanced further using the support teachers in Pre-Prep and are valuable in supporting individual needs in relation to wellbeing, SEND and academic progress.

A dialogue with families is formed at the start, helping to build upon the interests and support any factors that may affect the boys in their development. To support transition, attachments remain secure with boys from Pre-Reception moving into Reception with their established form groups. This helps boys develop the resilience needed; looking after their emotional needs and preparing them for the big transition into Year 1.

Each year, form groups will have new teachers and TAs in September, with careful transitions plans shared with parents, and many opportunities in the summer term to familiarise the boys with their new teachers. Communication about the next teacher will be emailed to parents in the summer term.

Having spent two years together, boys moving into Year 1 are reorganised into new forms. Year 1 classes are based upon teacher observation and professional judgment and aim to reflect a positive learning dynamic. Although a conversation between parents and school is always welcome there is no guarantee that a personal request will be fulfilled, especially if the teacher presents evidence of why some certain children should not be placed together in a class.

The mornings in Pre-Reception and Reception are structured, focusing on core subjects such as Mathematics, Literacy and linking to Topic. The afternoons tend to be more creative and child-led with enquiry-based investigations and opportunities for the boys to follow their own interests and play. The afternoons also lend themselves to exploring culture and diversity, arts and crafts and developing social and communication skills.

Throughout the day, mornings included, boys have access to a rich continuous provision where they can also initiate their own learning experiences. The continuous provision has been designed to encourage enquiry-based learning with many natural, authentic, and open-ended resources. Areas are enhanced to highlight current themes and areas of interest.

The first parent/teacher consultation takes place in the Autumn Term and the second in the Spring Term. The school calendar highlights the weeks when these meetings will take place. Parents are asked to give insight into any factors that may be impacting their son at home including any significant changes, such as moving home or personal achievements, such as learning to ride a bike. This helps both teachers and parents gain a greater understanding of the boys' overall development at home and in school, creating a child-centered approach. This approach to overseeing child development and progress is carried into Year 1.

In Pre-Prep, boys are allocated a classroom, helping to secure transitions from home, or the year prior, having one consistent and familiar base. In each year group there are additional classrooms that are used creatively. Pre-Reception classes have an additional classroom used to support teaching and enhance learning and have direct access to the playground. In Reception, in the afternoons, more freedom is given to the boys, where they can move between rooms, making independent choices for play and learning. This enables the boys to make full use of the entire continuous provision, as well as presenting an opportunity for all the characteristics of effective learning and teaching to be accessed. In Year 1 the boys have additional spaces for STEAM and Enquiry as well as a Reading Snug which boys in Reception also use throughout the year.

The Characteristics of Effective Teaching and Learning are:

- **Playing and exploring – engagement. Finding out and exploring. Playing with what they know...**
- **Active learning – motivation. Being involved and concentrating. Keeping trying...**
- **Creating and thinking critically – thinking. Having their own ideas...**

Year 1 is the first step into the enhanced version of the National Curriculum, where boys are supported further in the learning journey.

Boys having met their Early Learning Goals at the end of Reception are able to access the new curriculum wholeheartedly, whereas some, who may benefit in strengthening and consolidating their ELGs will recap some aspects of prior learning before moving on.

**School Day** (This is an overview - detailed timetables are shared on Tapestry)

<b>Times</b>	
8.20 am – 8.45 am	Year 1 Doors Open
8.30 am – 9.00 am	Pre-Reception and Reception Doors Open Self-registration and Welcome Activities/ Tasks
9.00 am – 10.00 am	Focus Activities & Teaching / Continuous Provision
10.00 am – 11.00 am	Break and Snack
11.00 am – 12.00 pm	Focus Activities & Teaching / Continuous Provision
12.00 pm – 1.00 pm	Lunch and Break
1.00 pm – 2.00 pm	Focus Activities & Teaching / Continuous Provision
2.00 pm – 2.30 pm	Snack
2.30 pm – 3.00 pm	Focus Activities & Teaching / Continuous Provision Story/ Recap Time
3.00 pm	Pre-Reception Collection (both classes together)
3.15 pm	Reception Collection (both classes together)
3.30 pm	Year 1 Collection (both classes together)

### **Drop off and Collection**

Doors open at 8.20am for Year 1 with the expectation all boys should be in class by 8.45am. Doors open at 8.30am for Pre-Reception and Reception and shut promptly at 9.00am. In Pre-Reception, after the initial settling in period, parents say goodbye to their son at the door and hand them over to the class teacher. Some Pre-Reception boys say a final goodbye to their parents by waving to them at the window before heading downstairs. If a boy finds it particularly upsetting to say goodbye in the morning, an earlier or later drop-off time may be suggested by the class teacher to avoid the busyness of everyone arriving in the morning which can sometimes be quite overwhelming. In some cases, a call home is made to update parents and reassure them on how their son is settling. In Reception and Year 1, boys are expected to say goodbye to their parents in the forecourt and make their own way to their classrooms. To avoid overcrowding on the staircases, parents are only permitted inside the building if invited in for a meeting or directed by a member of the team.

All boys are encouraged to shake hands with their teachers at the end of each day. Parents should wait for the courtyard gate to be opened, and for their son's name to be called. The boys wait in the lobby until they are dismissed by their class teacher. Feedback at this time is limited, but parents are welcome to arrange a time to discuss any matters after school, and where possible, calls regarding incidences are made prior to the end of the school day.

### **The Curriculum**

In Pre-Prep, the curriculum is extended beyond the Early Years Foundation Stage Framework and the National Curriculum for KS1. Although exemption from both curriculums is in place, the EYFS (2024) is touched upon. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are the **Prime Areas**:

- Communication and language
- Physical development
- Personal, social, and emotional development

There are four **Specific Areas**, through which the three prime areas are strengthened and applied.

The **Specific Areas** are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In Literacy, Comprehension, Reading, Story Scribing, Phonics and Handwriting are focused on, whilst in Mathematics, we look to promote mastery of the area, exploring recall, subitising, number bonds, numerical patterns, quantity, even and odd numbers and double facts. Primarily we focus on numbers to 10, looking to extend beyond at the right stage. All other areas of the curriculum are offered throughout the provision and are strengthened in the children's own investigations and interests.

**In Year 1 the National Curriculum in England (2014) guides us in covering subjects in:**

- Literacy - Reading (word reading and comprehension), Phonics and Handwriting (transcription, composition, vocabulary, grammar, and punctuation)
- Mathematics – Number, Measurement and Shape and Geometry
- Understanding the World – Science, Geography, Geographical Skills, and Fieldwork and History
- Expressive Arts and Design - Art, Design & Technology, Drama and Dance
- Religion, Culture and Diversity
- Computing and Digital Literacy
- PSHE - (personal, social, health and economic education)

Value is given to the process of learning rather than making products for the boys to bring home. All work will be evidenced in Tapestry, displayed on walls, and in Reception and Year 1, in books.

The Pre-Prep at Arnold House recognises all learning dispositions and facilitates this by offering a dynamic curriculum based upon the characteristics of effective teaching and learning, as discussed above.

Music and World Languages are each timetabled in one 30-minute session throughout the week, where the boys are taught by specialist teachers, focusing on song, rhyme and exposed to a range of new vocabulary and stimuli.

PE is taught twice weekly (45-minutes) by specialist teachers who offer a range of activities that encourage expression and movement, including developing core strength, balance, and coordination, as well as the skills needed to follow instructions, use equipment, and participate in sports.

Forest School is taught once weekly (45-minutes) across Pre-Prep and is based completely outdoors at Canons Park.

### **Literacy:**

#### **Pre-Reception**

Phase 1 Phonics (Instrumental sounds, Body percussion, Rhythm and rhyme, Alliteration, Voice sounds, Oral blending, and Segmenting) is first taught to the boys, before moving on to activities that include single graphemes, hearing and recognising beginning sounds of words, playing games such as Silly Soup and Phonic Lotto. Sound blending is encouraged, along with sight reading particular words. In the Spring Term, or at a time when the boys show readiness, the Read Write Inc. Nursery pack is introduced which is taught in whole class sessions.

Firstly, a love of reading is established, offering boys the chance to choose a book from the 'Library' to take home once a week. Parents are asked to read every night to their son. A reading scheme is introduced depending on ability and readiness, with some boys looking at non-textbooks, helping to build comprehension and book handling skills. Teachers consider carefully when boys are ready to take Read Write Inc. word books home. Sound blending books are used to help those who are new to blending or need extra support in identifying initial sounds.

Story Scribing offers a creative approach to writing and storytelling. It allows the boys to recite, act out and replace key characters in the stories they are familiar with, making them their own. The boys will drive this scheme, using their interests, adapting themes. Teachers may also offer opportunities for boys to create story maps.

Handwriting is encouraged throughout our continuous provision in the way of mark-making, and fine motor activities, including Busy Fingers and Dough Gym, helping to build dexterity and fine motor control. Name writing is also a focus with all boys learning how to recognise and represent their name by making marks.

#### **Reception**

There is a literacy focus every day, with a blend of adult-directed and child-initiated activities. Phonic assessments take place at the start of each term, helping to guide teachers. Phonics is taught daily, where the full year group is split into groups to work at the right pace for them. Although Read Write Inc is used in the Early Years, there is also room for scope and creativity, also using books from the Year 1 collection. By the end of Reception, all boys should be at the expected level in Phase 3 Phonics.

Reading takes place x4 weekly, with books being changed once a week, depending on the boy's reading and comprehension ability, ensuring the vocabulary in the text is understood and that boys can retell the story. Sound blending books are used to help those who are new to blending or need extra support in identifying initial sounds. Book bag books belonging to the RWI scheme that correspond with work being done in school are sent home.

Based upon assessment, RWI Phonics is offered to small groups of boys, helping to develop their understanding and consolidate their phonics and reading.

Story Scribing and handwriting offers a creative approach to writing and storytelling. It allows the boys to recite, act out and replace key characters in the stories they are familiar with, making them their own. The boys will drive this scheme, using their interests, adapting themes. Teachers may also offer opportunities for boys to create story maps, helping to look at key punctuation, grammar, and language structures in a fun and engaging way.

Handwriting is encouraged throughout our continuous provision in the way of mark-making, and fine motor activities, including Busy Fingers and Dough Gym, helping to build dexterity and hand control. Boys in Reception will have more opportunities for name writing, and when ready, will attempt creative writing by adding captions to their work and drafting short stories. Boys will also write independently in a range of situations using sound mats and sound friezes seen within the continuous provision.

Weekend news offers the chance for boys to reflect and create phonetical and plausible attempts at writing. The boys are also encouraged to write sentences linked to questions asked, linked to the current theme of learning.

## **Year 1**

### **Reading (word reading and comprehension)**

- Read all 40+ phonemes
- Read common all exception words
- Read words containing GPCs (Grapheme Phoneme Correspondence) a-e (as in 'fade'), igh (as in 'sleigh'), ey (as in 'they') and ei (as in 'reign')
- Use -s, -es, -ing, -ed, -er, and -est endings
- Read words with contractions e.g. I'm, I'll, we'll – and understand what the apostrophe represents
- Develop a pleasure for reading, listening to fiction, non-fiction, and poem, at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear to their own experiences
- Retell stories, considering their characteristics
- Join in with predictable phrases
- Recite poems and rhymes
- Discussing word meanings
- Checking that text makes sense
- Discussing the significance of the title and events
- Making inferences based on what is being said and done
- Making predictions
- Participate in discussion
- Clearly explain their understanding of what is being read



## **Phonics**

- Boys having not reached the EYFS ELG in Literacy will participate in relevant interventions when starting in September.

## **Handwriting (transcription, composition, vocabulary, grammar, and punctuation)**

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Use letter names for spelling
- Add prefixes and suffixes
- Write from memory simple sentences dictated by the teacher, including words with GPCs and common exception words - "Hold a sentence" in RWI writing scheme
- Form lower case letters in the correct direction
- Form capital letters
- Form numbers
- Write sentence, composing it orally to sequence a short narrative, re-reading to check it makes sense before reading aloud to another person
- Leavings spaces between words
- Joining words and joining clauses using, 'and'
- Use punctuation appropriately
- Understand when to use capital letters
- Encourage correct sitting position and pencil grip

## **Mathematics:**

### **Pre-Reception**

A non-prescriptive approach is embraced, using resources within the classroom and playground environment encouraging a mastery in the area. Visits to places in the local community also support learning opportunities in Mathematics. Sensory and investigatory play develops the boys' understanding in Mathematics.

- Subitising to 3 (beyond if possible)
- Recite numbers past 5
- Counting objects
- Cardinal numbers
- Link numerals to amounts
- Solve every day mathematical problems with numbers up to 5
- Compare quantities using language 'more than' 'fewer than'
- Talk about and explore 2D shapes, also using shapes to build
- Develop positional language
- Talk about and identify patterns and sequencing

## Reception

Building upon a creative and mastery approach in Mathematics, the boys' learning is extended further in Reception.

- Count objects, actions, and sounds
- Subitise beyond 3
- Link numerals to their cardinal number value
- Count beyond 10
- Compare numbers
- Understand 'one more than' and 'one less than' – making predictions
- Explore the composition numbers to 10
- Automatically recall number bonds 0-10
- Count in 2's, 5's and 10's
- Double and halving
- Explore 'part, part, whole'
- Addition and subtraction
- Develop spatial reasoning with shapes
- Understand 3D and 2D shapes
- Continue, copy, and create repeating patterns
- Compare length, weight, and capacity
- Sequence and telling the time
- Explore money

## Year 1

### Number

- Count numbers to 100 (forwards and backwards)
- Composition of numbers/tens and ones/units
- Count, read and write numbers to 100
- Count in 2, 5's and 10's
- Find one more and one less (0-100)
- Read and write numbers 1-20 in numeral and words
- Understand (- + =) signs
- Use number bonds and subtraction facts to 20
- Addition and subtraction facts to 20
- Missing number problems e.g.,  $3 + \_ = 8$
- Simple multiplication and division using concrete objects and pictorial representations
- Understand a half as two equal parts on and objects, shape, or quantity (fractions)

### Measurement

- Length/ height
- Mass/ weight
- Capacity and volume
- Days, months, seasons etc.
- Sequence events
- Time – clock reading
- Coins and notes

## **Shape and Geometry**

- 2D shapes
- 3D shapes
- Position
- Direction
- Movement (whole, half, quarter, and three-quarter turns)

## **Themes:**

Across Pre-Prep, many themes are not predetermined at the start of a year, instead, teachers carefully observe the boys' interests, assess, then either plan in the moment or plan for future activities. Themes that have been planned, based on the child's 'voice,' include Feelings and Emotions, Wild Animals, Superheroes, Space, and stories, such as Stick Man, by Julia Donaldson. There are times that planning is adult-led with a focus on events set out in the calendar such as, Christmas, Science Week, and the Lunar New Year, to name a few.

## **Science, Technology, Engineering, Art, and Mathematics (STEAM):**

The entire provision lends itself perfectly to STEAM with a vast selection of open-ended resources used to design, construct, and investigate. This is particularly evident outdoors where there are many loose parts, on different scales to explore, along with elements of the natural world, incorporating sensory play, with water, sand, and mud. The boys have the freedom to choose how the resources are used, being creative in their thinking, whilst also deepening their understanding of concepts and experimenting with cause and effect.

Technology is integrated into the environment, rather than taught as a separate subject. The boys try out the different equipment, exploring their distinct functions, with a developing understanding of how to handle technology with care.

Bee-Bots are used in coding sessions, in Literacy and Mathematics as well as incorporated into the boys' own ideas for play and learning.

Boys in Year 1 focus on skills based around the operation of a chromebook and computer. They learn to log in using their own credentials, become confident in using the mouse pad and open applications. The boys make great use of chromebooks to create projects and research topics. Technology is seen in maths sessions, where applicable, with the use of Active Maths. Boys have the use of the interactive screen to improve coordination and take part in their own learning.

## **Outdoor Play:**

Time outdoors is offered routinely throughout the day and incorporated into lesson times. Year groups go out together and there are always 3-4 members of staff to supervise, rotas are designed to ensure suitable levels of staffing and First Aid.

Walkie talkies are also used by staff so that extra assistance can be called for if needed. The outdoor space is designed with a selection of open-ended resources, including loose parts, helping children to continue their learning outside of the classroom.

### **Special Educational Needs and Disabilities (SEND):**

The Deputy Head of Learning Support spends time in class, supporting individual boys and small groups, helping them to make progress. Intervention groups are also followed up outside of class, helping the boys to stay focused and keep on track. The DHLS and other key staff liaise with external agencies, keeping parents informed along the way. Methods used to assist children's cognitive development include interventions such as:

- Box Clever, to support language and communication, and EAL (English as an Additional Language)
- Dough Disco/ Dough Gym, to support hand-eye coordination and dexterity in hand movements
- Bucket Time, to support social communication, including co-regulation and self-regulation
- Makaton, to support language and communication, and EAL
- Visual Timetables, to support routine, transition and understanding
- Now and Next boards, to support routine and transition
- Transitional Objects
- Movement Breaks to help keep boys motivated and interested to learn
- IEPs are created to identify specific targets

### **English as an Additional Language (EAL):**

For boys, whose home language is not English, there are rich opportunities for them to develop and use their home language in play and learning, supporting their language development at home. Communication friendly areas are seen throughout the building, offering spaces for children to observe, understand, speak, and discuss, helping them to reach a good standard in English language. If a child does not have a strong grasp of English language, teachers will explore the child's skills in the home language with parents and may involve assistance from external support agencies.

### **Inclusion and Diversity:**

Within all areas of the curriculum, **Fundamental British Values** are adhered to and can be seen within the continuous provision, throughout the routine and during planned lessons. These include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

It is through our awareness of **Fundamental British Values** that we ensure the **Protected Characteristics** are upheld – these include being mindful of and respectful in relation to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### **Spiritual, Moral, Social, and Cultural Development (SMSC):**

Happy boys learn best – Our environment allows opportunities for confidence, self-belief, and resilience to grow. Each day, boys have time to reflect and gather their thoughts, also taking part in circle time activities, working independently - deep in thought or in group collaboration, working together as a team. Although we practise Mindfulness, it is not a timetabled focus, allowing it to grow organically, within the routine. Questions are posed enabling boys to become reflective in their thinking “I wonder if...” and “Can you remember when...?” The environment depicts a rich multi-cultural community within the school walls and beyond. This is evident in the resources, visiting speakers, staffing and much more!

### **Relationships and Sex Education (RSE):**

Boys are encouraged to be independent in their levels of care, although at times, more support may be required, especially in relation to toileting. Hygiene and cleanliness are valued, with boys always asked if help is needed (Please see Intimate Care Policy). If assistance is refused, then it is never forced. Consent plays a vital role in Relationships and Sex Education, especially in the more formative years, where children are beginning to gain more of an understanding of themselves as an individual. Body parts are named correctly, in scientific terms and a clear dialogue is formed discussing types of behaviour which are unacceptable. Although rough and tumble play is beneficial to some boys in their stages of development, it will only be permitted if all parties give mutual consent. If at any time, a boy is unhappy and would like it to stop, the game should be stopped immediately, and an adult should be prepared to intervene.

The boys are introduced to Pantosaurus, the dinosaur from the NSPCC teaching them about staying safe and the importance of children keeping their ‘privates private.’ In Year 1 PANTS from the NSPCC helps to deliver the same message. This topic is revisited several times throughout Pre-Prep, with activities planned to reinforce the message. A culture of respect and understanding is embedded within the routine, and at times, discussed during group session times.

### **Trips and Visits**

The cost of educational trips and visits are added to the school bill at the end of term and parents are invoiced accordingly. Information about trips and visits are communicated to parents also stating the cost.

- Paddington Recreational Grounds
- Hampstead Heath Activity Centre
- Golders Hill Park
- Regents Park
- Violet Hill Park
- Christmas Pantomimes
- London Zoo
- London Transport Museum
- Royal Airforce Museum
- Battersea Park Zoo
- Willows Farm
- London Aquarium
- Visits to the local shops/ grocers etc. / tube station, local religious buildings
- London Bushcraft - Canons Park
- Story Tellers – coming into school

- Teach-Rex – coming into school
- Drama Workshops – coming into school
- Nutrition Workshop – coming to school

At Arnold House School we celebrate culture and diversity, recognising the value of working in partnership with our families. Throughout the year parents offer their time to come into school to share something special whether it be related to a festival, skill or simply reading a story. This can be arranged with the class teacher.

### **Themed Events:**

We aim to follow a whole-school approach, embracing similar theme/ charity days throughout.

- World Book Day
- Kindness Week (Anti-bullying)
- Charity Days
- Remembrance Day
- International Week
- Cure EB day

### **Assemblies:**

Reception and Year 1 come together once a week, gathering in the Huxley Hall for Singing Assembly. This takes place on Thursdays at the beginning of the day. Year 1 has assembly on a Friday to discuss pastoral matters and celebrate events, whilst also drawing upon cultural diversity, reflecting upon festivals and other special celebrations. This is also an opportunity to give awards.

### **Behaviour:**

A huge focus is placed on restorative justice in the Pre-Prep, with the understanding that young children are simply learning. With our key person and reflective approaches embedded, we hope to prepare children for what lies ahead, as well as tackling any issues that arise with a healthy and positive mindset. Boundaries and rules are set and discussed with the boys, with them also making contributions. Praise and awards, such as stickers are used, although teachers are mindful that this should not be what the child is motivated by. Discussion about feelings and behaviour are a recurring theme at group times, and during play. Children are never made to feel humiliated by their behaviour – instead, time is spent helping the child to make sense of the situation – for this reason, time outs are never used. A huge focus is placed on reconciliation and discussing what can be done to make things better, and apologies are never forced. The consequence of the behaviour always fits the behaviour seen. (More detail can be seen in the Behaviour Policy)

### **Transition:**

Transition is supported, helping the boys move seamlessly throughout the school. The Pre-Prep team work as an entire department, helping the boys to feel safe and secure. All staff work in unity at Marlborough Place, making the boys always feel cared for. Throughout the year in Year 1, the boys have opportunities to visit Loudoun Road and Canons Park. In the Summer Term, Year 1 boys spend time at Loudoun Road, in class, having lunch, and having Break in the playground. Meetings take place between Year 1 and Year 2 teachers in the Summer Term, helping to highlight any relevant information on individual boys.

A clear dialogue is maintained with families, teachers and the Deputy Head of Learning Support, helping to support transition. Information regarding transition is shared with parents and time is allocated to meet their son's new teacher.

The curriculum is designed to support transition, making sure that learning is fluid and approached correctly, for each age range.

### **Supervision in the Pre-Prep:**

Staff supervision meetings take place in the Autumn and Summer Terms, with the Head of Pre-Prep meeting all staff individually to discuss all matters in relation to safeguarding, children, progress, staff development, teamwork, and curriculum. Key tasks are set and followed up over time, including the organizing of relevant CPD and training.

Weekly meetings take place in year groups with teachers discussing planning and other child matters regarding academic and wellbeing. Regular departmental meetings also take place to discuss and reflect on teaching and learning and other pastoral matters.

### **Assessment:**

Assessment for learning is a constant process within Pre-Prep, with teachers monitoring progress and setting targets throughout the year. At the end of Reception, teachers review the progress made in line with the Early Learning Goals, making judgments, whether a boy is at emerging levels, at expected levels or exceeding in their progress and development. These outcomes are shared with parents and Year 1 teachers. Good Level of Development (GLD) scores are based upon PSED, CL, PD, M and L and are used to mark progress against the national average. In Year 1 the GLS Assessment tacker is used to advise teachers on progress and attainment. This is measured at the start and end of year.

### **Training and CPD:**

Training is offered, ensuring that staff are up to date with their approach and able to support children effectively. Theoretical studies, along with books and articles are constantly discussed, helping to broaden conversation and build and understanding of child development. Professional development is encouraged, with the focus being on continuous school improvement.

Some of the training offered since Summer 2021 includes:

- First Aid
- Safeguarding
- Safer Recruitment
- Anaphylaxis Training
- IAP's Inspection Training
- Anna Ephgrave's - In the Moment Planning Training
- Early Excellence - How to Secure Effective Interactions
- Early Excellence - Enhancing Learning: Building on Children's Interests
- Early Excellence - Making the Most of Continuous Provision in the EYFS
- Makaton (in house)
- Read Write Inc Phonics

### **Tapestry:**

This online Learning Journal helps keep families informed about the boys' progress and presents what happens at school. Tapestry offers parents a window into their child's day – so that achievements are shared and celebrated at home. Parents also make use of Tapestry to show teachers holiday pictures, family activities and momentous events for their child to share. It is a valuable tool helping to create a clear dialogue between home and school, describing the whole child.

### **Catering:**

All meals are prepared onsite by the catering team. Boys are offered a well-balanced diet, consisting of a morning and afternoon snack, and a healthy meal at lunchtime. All dietary requirements are adhered to, overseen by the teachers, and catering team. The boys enjoy their snacks in their classrooms or in the playground and eat lunch in the dining room, with their year group. A catering committee meets throughout the year.

### **Risk Assessing:**

Each morning a member of staff from Pre-Prep carries out a risk assessment of both indoor and outdoor environments, completing a tick chart to highlight each area. If any issues are raised as a concern, the staff responsible then email the Head of Pre-Prep and Head of Facilities. Risk assessments are carried out ahead of taking the children on trips, offsite. Information regarding the trip is then shared with all staff. Evolve is the system used for trips.

### **Medical:**

All medication brought into school must have a consent form completed and signed prior to it being dropped off at the school office by an adult only. It must also be in its original container with the pharmacy label and/or instructions attached. Consent forms are available on the Parent Portal. If a boy is unwell, he should not attend school.

Certain symptoms such as vomiting, diarrhoea, fever, and rashes have specific 'return to school' protocols that are listed in the First Aid Policy. We also have specific policies for boys returning after an injury that require a cast, splint and/or crutches. These are new policies that go into effect from September 2024.

Antibiotics If your son needs antibiotics, the School Nurse can only administer this if it is ordered four times a day. Three doses are administered at home and one at school which ensures that we keep the administering of medication to a minimum during the school day.

Inhalers/Epi-Pens If your son needs an inhaler or Epi-Pen then School will require an Asthma Action Plan and/or Allergy Action Plan to be brought into school with the medication before the start of the autumn term in September.

Please contact the school Nurse if you have any questions or queries on: Tel: 020 7266 4840 or [nurse@arnoldhouse.co.uk](mailto:nurse@arnoldhouse.co.uk)

### **Safeguarding:**

The Pre-Prep follows the **whole school safeguarding policy** and adheres to the **Keeping Children Safe in Education** document. Furthermore, incident records are maintained on isams.

The Head of Pre-Prep oversees this information and follows up with any necessary actions. Staff supervision also provides time for safeguarding matters to be discussed.

### **Additional Information**

All School policies can be found on the school website.



## **Early Years Foundation Stage Complaints**

The school is required following the Early Years Foundation Stage Statutory Framework (2024) to inform parents that they may make a complaint to Ofsted and/or ISI, who inspect the EYFS (Early Years Foundation Stage) on behalf of Ofsted.

1. <https://www.isi.net/contact>
2. <https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure>

For complaints outside of the EYFS, please refer to the whole school parent handbook.

## **References:**

### **Early Years Foundation Stage Framework (2024)**

[https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

### **Development Matters (2021)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

### **National Curriculum**

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

### **KCSIE**

[https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf)