

Pre-Prep Curriculum Policy 2024 - 2025

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1. Rationale

This policy sets out the main features of Abbot's Hill's Early Years Foundation Stage (EYFS) & Pre-Prep curriculum. It is available on the School website and to parents through the parent portal. This policy sits alongside the EYFS Policy and the Prep Curriculum Policy and is supported by the School's various forms of planning and schemes of work.

The curriculum at Abbot's Hill's EYFS & Pre-Prep is divided into two parts:

- EYFS including Nursery and Reception
- KS1 (Key Stage One), including Year One and Year Two

The EYFS and Pre-Prep at Abbot's Hill is part of Mill Hill Education Group and offers a broad, balanced curriculum and the best possible full-time education for pupils from 6 months to 5 years. We provide excellence in education through a curriculum that develops inquisitive, independent thinkers with a love of learning. We understand that the curriculum should create an environment where questioning, academic risk-taking, divergent thinking, the freedom to learn from mistakes and a growth mindset are all encouraged. We intend that our curriculum should instil a desire to learn, an ability to work independently and collaboratively and resilience when challenges arise. Our curriculum aims to prepare pupils for the transition into the Prep School.

2. General Aims

We offer full-time education for pupils of compulsory School age, in addition to a year-round nursery for pupils aged 6 months to 4 years.

We aim to:

- provide the highest quality care and education for all pupils, including those pupils with Special Educational Needs and Disabilities (SEND), giving them a solid foundation for their future learning
- create a safe and happy environment with motivating and enjoyable learning experiences enabling pupils to become confident and independent learners
- value the individual pupil and work alongside parents and carers to help every pupil reach their full potential
- educate the whole pupil, nurturing their talents and allowing them to develop at their own pace
- support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect
- educate our pupils to be respectful towards all members of our community

We aim to ensure all pupils can acquire skills in speaking, listening, literacy and numeracy. All pupils have access to a curriculum that enables them to have the opportunity to learn and make progress and to be prepared effectively and appropriately for the opportunities, responsibilities, and experiences of life in modern Britain. We aim to ensure the years pupils spend at Abbot's Hill Pre-Prep are challenging, fulfilling and happy so that they can be independent, confident learners who take pleasure and pride in their achievements.

We offer pupils a broad and balanced education planned and enhanced across all areas of the Early Years Foundation Stage and the National Curriculum. This is supplemented with lessons in physical education, swimming (from Reception), music, French and woodland School being delivered by specialist teachers. Learning across the curriculum is brought to life through trips and visitors to provide first-hand experiences.

There is a programme of after School club activities (excluding Nursery) that is appropriate to the educational needs of pupils in Key Stage One and the Early Years Foundation Stage in relation to Personal, Social, Health Education (PSHE), combined with an ongoing focus across all subjects on the development of communication and language skills.

Detailed information can be found within the subject policy documents and planning produced by each year group.

3. Curriculum Aims

At Abbot's Hill Pre-Prep we believe that learning should be inspiring, memorable and meaningful. We provide a Curriculum which engages and equips our pupils for their lives in the 21st Century.

We aim to educate the whole pupil, nurturing their talents and allowing them to develop at their own pace. We strive for academic excellence whilst also developing the attributes needed to ensure pupils are happy, confident and resilient. Learning is promoted both in and outside of the classroom, allowing pupils to develop a wide range of skills and become well-rounded lifelong learners.

4. Curriculum Approach

Our curriculum is delivered through various themes through which subject learning is delivered across the year. These theme-based units of work are planned carefully to give meaning to the pupils' learning. This encourages the pupils to make connections across their learning, ask and answer questions, and apply subject skills in various contexts. Themes differ in the time they cover and may also be led by the pupils' interests and experiences.

Progressive subject skills are planned carefully within these themes to ensure that progression of skills deepens the knowledge and understanding of the pupils across all curriculum subjects.

Some subjects, such as PDE (Personal Development Education) and PER (Philosophy, Ethics and Religion) follow planning that sits externally of the theme. Wherever possible, relevant links will be highlighted to the pupils.

PDE is taught throughout the School, permeates the curriculum, and reflects our School's aims and ethos whilst encouraging respect for other people, particularly considering the protected characteristics set out in the Equality Act 2010. The PDE curriculum is delivered through JIGSAW (resources designed for primary Schools which offer a whole-School approach in promoting positive behaviour, mental health, wellbeing, resilience, and achievement). Many aspects of our Science curriculum also lead into PDE.

Our curriculum is further enhanced through educational visits, visitors to School, workshops, and shared experiences with the wider community.

5. Planning and Assessment

Our curriculum is delivered using a variety of approaches and resources depending on the nature of what is being taught and the needs of the pupils.

EYFS Planning

Our EYFS Curriculum places play at the centre of learning and is based on an understanding of how pupils learn.

Objectives are taken from the 'Development Matters' and 'Birth to Five' documentation and from the observed interests and learning needs of the pupils. Themes are chosen based on the cohort, their interests and relevance throughout the year.

The pupils are observed in their play and adult led activities and suitable challenges created to extend their development. Once the pupils demonstrate competence in a skill, the next step is planned and delivered.

The teachers, teaching assistants and key workers work closely together to ensure all pupils are challenged and their development tracked.

Pupils in Rising Fours and Reception class are taught phonics every day and are then introduced to more formal literacy lessons as they move through Reception class. The pupils are taught Mathematics from Rising Fours upward through a progressive, structured curriculum.

EYFS Assessment

Assessment in the Early Years is about noticing what pupils can do and what they know. It is not about lots of data and evidence. At the end of their time in the Early Years, they are assessed against the Early Learning Goals as either having met the level of development expected at the end of the EYFS or not yet reaching this level. This is supplemented with ongoing teacher assessment to support planning for the pupils' learning.

Evidence is gathered through careful observation of, and interactions with, the pupils. Some of this is recorded on Tapestry (our online learning journal) shared with the parents. Parents are also encouraged to share moments of learning from home.

In Reception class, pupils begin to record their literacy learning in an exercise book.

Key Stage 1 (KS1) Planning

Our KS1 planning is taken broadly from the National Curriculum and enhanced to suit the needs of the pupils. All areas of the curriculum are subject to regular reviews following advice from the DfE. Teachers liaise with the subject coordinators to ensure the curriculum is challenging and progressive and planned

to engage and inspire the pupils. Class timetables are carefully planned to maximise learning across the primary curriculum. English lessons and Mathematics lessons take place in the morning each day, and the additional foundation and specialist subject lessons are spread across the week. The pupils have specialist teachers for Physical Education, Swimming, Music and French. Subject lessons may be replaced on occasions with day trips and workshops. Parents are fully informed of the Prep School's teaching and learning expectations in the Parent Handbook, updated annually.

Key Stage 1 Assessment

Pupils are continually assessed by their teachers as they work, and feedback is given to the pupils verbally or in written comments on their work. Pupils complete end of unit assessments for Mathematics and Phonics to check they are secure in the taught content. Other assessments take place at various points across the year to track the pupils' progress.

Evidence of the pupils' written work is gathered in the pupils' exercise and workbooks and on SeeSaw (our online learning journal). This is used to share homework, and the parents may also share learning from home. As the pupils move through Pre-Prep, they are taught to use SeeSaw in class to make records of their learning.

6. Learning Environments

Learning environments, both indoors and outdoors, create the wow factor and encourage curiosity and excitement.

In the EYFS, there is continuous provision available for the pupils that covers all areas of learning across the indoor and outdoor provision. This provision is regularly enhanced to encourage the pupils' thematic learning

Pupils are encouraged to move around the environment and work in different places throughout the day.

Classrooms are arranged to support independent learning, encouraging the pupils to access the resources they need for their learning.

7. Outdoor Learning

Outdoor learning is embedded within the curriculum across EYFS and KS1.

All classes take part in a weekly Woodland School session. Learning takes place outside in our onsite woodland setting. In addition, pupils have access to their secure outdoor spaces within the Pre-Prep area and the wider School grounds to use within lessons. This allows pupils to develop their curiosity, creativity, enhance their problem solving/teamwork skills and learn to respect nature.

The Pre-Prep pupils have access to the facilities at Abbot's Hill. Reception, Year One and Year Two pupils also take part in Physical Education lessons, using the sports hall, tennis courts and swimming pool. All pupils are taught to swim through weekly lessons. The pupils also use the Music rooms during music sessions.

8. Inclusion

All pupils are given the opportunity to learn and make progress. Where special educational needs, learning difficulties, English as an Additional Language (EAL) or the need for additional challenge have been identified, the curriculum is adapted as appropriate and relevant. This ensures that each pupil progresses and is challenged in a way that is appropriate for their level and pace. We aim to personalise aspects of the curriculum and its delivery to suit every pupil's needs and to ensure that each pupil is treated as an individual. Please also refer to our Equal Opportunity Policy.

This fluid and inclusive approach endeavours to target those pupils exceeding specific learning objective expectations, enabling pupils to receive the appropriate extension. We aim to personalise aspects of the curriculum and its delivery to suit every pupil's needs and to ensure that each pupil is treated as an individual.

This Review: Autumn 2024

Next Review: June 2025

This policy has been approved by the Executive Team on 9th January 2025.