

Ashdown House



Pre-Prep

[including **E**arly **Y**ears **F**oundation **S**tage]

Handbook

2016-17

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right and it provides the foundation for the children to make the most of their abilities and talents as they grow.”

- “Early Years Foundation Stage Profile”
Department for Children, Schools and Families 2012

The early years are critical in terms of successful intellectual, social, emotional, physical, spiritual and creative development. At Ashdown House it is our aim for our Pre-Prep department surrounded by fields and woods to buzz with the sound of happy children engaged in purposeful activities.

We aim to provide a solid foundation on which all future learning is based. Planning ensures that a broad and well balanced curriculum, based on the Early Years Foundation Stage (EYFS) and the National Curriculum, contribute to all round child development.

By the time children leave the Pre-Prep Department we would expect they would:

- Read with enjoyment and enthusiasm and use books as a source of information
- Write clearly, neatly and legibly and show a knowledge of spelling patterns
- Apply a good grasp of basic mathematical and scientific concepts to problem solving situations
- Understand and value the process of learning so they enter the Prep school with a thirst for learning
- Be self-confident and articulate
- Complete the Early Years Profiles

We strive to provide a happy, secure environment where the children feel valued as individuals and develop a positive attitude towards learning. Children are encouraged to ask questions and to develop lively and enquiring minds.

Welcome

The Pre – Prep/EYFS at Ashdown House started in September 2013 and has now, excitingly moved into its own new and exciting secure building opened in September 2015, surrounded by beautiful green, open views. The setting is on one level and has 3 classrooms which we call the Red, Blue and Green rooms, two bathrooms and a disabled toilet facility. At present, while we are a small in number, the curriculum although often differentiated, is not bound by age or year group so the children work across all the classrooms. The entrance hall is an extra working area when needed for small/quiet group work or one to one sessions. The setting has its own play areas and the children can go into the accompanying woods for Forest school activities. We have a rabbit and a Guinea pig that the children help to take responsibility for. The setting also is lucky to enjoy the advantage of sharing many of the impressive facilities of the Prep school including the chapel, sports facilities, dining room, theatre, Computer suite and swimming pool, whilst having a distinctive character and identity of its own. Contact with staff from the Prep school greatly enhances the quality of experience and adds to the sense of community, which we believe to be so important and the heart of Ashdown House.

The Department

There are three year groups in the Department:

Reception – 4/5 years old (Early Years Foundation Stage – (EYFS))

Year 1 – 5/6 years old

Year 2 – 6/7 years old

Pupils are taught by individual teaching, group teaching and class teaching, whichever is the most appropriate for the task in hand.

Staffing

Mrs C A Clarke, BEd (Hons), DipRSA(SPLD) – Head of Pre Prep

Mrs Louise D’Alberthanson, BA (Hons), QTS - Teacher (Tuesday, Wednesday)

Miss Vicky Hanson – Level 3 NVQ (Child care and Education) Voluntary Teaching Assistant (Monday, Thursday)

Miss Teri Spilkin - Gap student (classroom)

Miss Abbey Ruttley – Gap Student (swimming)

Mr Charlie Butcher – Gap student (football/ICT)

{ Individual subject teachers are listed under curriculum }

The School Day

The school is open from 8:15 a.m. and the children are supervised from then until the school day begins at 8:40 a.m.

Pre-Prep finishes at 3:20p.m.

Breakfast and after school supervision can be arranged – please see Mrs Clarke

If a child is attending an after school club or activity then times will be different – (see attached clubs timetable)

All children stay inside the building until a parent or carer is seen.

Please inform Mrs Clarke if someone else would be collecting your child from school or make a note in the book reading diary.

Timings

8:25 a.m. Registration /assembly

(When children are settled we join the Prep school for assemblies and chapel)

9:00 a.m. Morning school session 1

10:40 a.m. Break and playtime

11:15 a.m. Morning school session 2

12:30 Lunch / Playtime /Rest

1:30 p.m. Afternoon school session 1

2:30 p.m. Afternoon break

2:45 p.m. Afternoon session 2

3:20 p.m. End of school

The Curriculum

The curriculum is planned and based upon the Early Years Foundation Stage in Reception and the children will continue to work with an Early Years Profile system completed for entry to year 1.

In Year 1 and 2 the curriculum is based around the National Curriculum guidelines (adapted to the New Curriculum during year).

We aim to extend the children whenever possible whilst supporting those who need extra help. The Pre Prep department will work closely with learning support when and where necessary to provide assessments, advice and support.

Following the introduction of a New Curriculum, the children will be taught through a themed experience based approach to enable children to make connections and link ideas and areas of learning. Our curriculum is designed to ensure that children are excited, challenged and inspired by their learning.

The children's work is always available in our setting to be viewed on the wall, in displays, in books and we are always delighted to discuss their work with you - just ask.

There will be consultation meetings in Autumn and Spring Terms to meet with the teacher and discuss progress.

At the end of the Autumn Term there will be a summative written report and a full written report at the end of the school year in July.

Snacks/Lunch

During the morning break the children will be offered a drink of milk/water, some fruit and healthy carbohydrate. Water is also available throughout the day.

The children will join the junior school for lunch in the dining room. The Pre Prep all sit on the same table as a family group to establish healthy eating habits and encourage table discipline.

Early Years Foundation Stage (EYFS)

Children of Reception age will follow the Foundation Stage Curriculum in which learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

There is a balance of structured activities and free play providing the foundation upon which other learning is based. We want children to enjoy coming to school, be enthusiastic about learning, and develop the confidence to ask questions and find out about the world around them.

Mrs Clarke is the key person attached to the children in the EYFS. She will ensure that every child's care is tailored to meet their individual needs, settle into the setting and is the link between home and school.

Examples of activities and experiences in each area.

Communication and language: children will be given opportunities to experience a rich language environment: to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development: children will be given opportunities to be active and interactive; and to develop their coordination, control and movement. We help our children to understand the importance of physical activity and to make healthy choices in relation to food.

Personal Social and emotional development: we help our children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy: children will be encouraged to link sounds and letters and enjoy rhyme and rhythm in words. Children will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. They will be given the chance to experiment with mark making equipment and learn how to form the letters in their names.

Mathematics: children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the world: children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design: children will be given the opportunity to explore and play with a wide range of media and materials, as well as receiving opportunities and encouragement or sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

Each half term we base some of our activities and opportunities around a theme but we are also led by children's interests and ideas. Please let us know about your child's special interests as we can incorporate this into our planning and provision.

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the world	Expressive Arts and Design
<p>Listening and attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates & sits quietly during appropriate activity. • Two-channelled attention can listen and do for short span. ELG:Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions orations. They give their attention to what others say and respond appropriately, while engaged in another activity. <p>Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion ELG:Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences & in response to stories or events. Speaking • Extends vocabulary, especially by grouping and naming, explore the meaning and sounds of new words. • Uses language to imagine & recreate roles and experiences in play situations. • Links statements and sticks to main theme or intention. • Uses talk to organise, 	<p>Making relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG: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, & for positive relationships with adults & other children <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own need • Can describe self in positive terms and talk about abilities. ELG:Children are confident to try new activities, & 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. <p>Managing Feelings</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence & skill around, under, over and through balancing & climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. ELG:Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space e. They handle equipment & tools effectively, including pencils for writing. Health and self-care • Eats a healthy range of 	<p>Numbers</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, & beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see & checks by counting them. • Uses the language of 'more' & 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests & fascinations. ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities & objects, 	<p>Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears & says the initial sound in words. • Can segment the sounds in simple words & blend them together & knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words & simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books & computers. ELG:Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Writing • Gives meaning to marks they make as they draw, write & paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words & blend them together. • Links sounds to letters, naming & sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<p>People and communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs & routines. ELG:Children talk about past & present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves & others, & among families, communities & traditions. <p>The world</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns & change. ELG:Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another. They make observations of animals & plants & explain why some things occur, & talk about changes. Technology • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. ELG:Children recognise that a range of technology is used in places such as homes & schools. They select and use technology for particular purposes. 	<p>Exploring & using media & materials</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs & dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently & appropriately. • Selects appropriate resources & adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. ELG:Children sing songs, make music & dance, & experiment with ways of changing them. They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function. <p>Being imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement & gesture in order to express & respond to feelings, ideas & experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop & act out a narrative. ELG:Children use what they have learnt about media and

<p>sequence e & clarify thinking, ideas, feelings & events.</p> <ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. <p>ELG: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.</p>	<p>becomes upset or tries to comfort another child when they realise they have upset them.</p> <ul style="list-style-type: none"> • Aware of the boundaries set, & of behavioural expectations in the setting. • Beginning to be able to negotiate & solve problems without aggression n, e.g. when someone has taken their toy. <p>ELG:Children talk about how the y and others show feelings, talk about their own and others' behaviour, and its consequences , &know that some behaviour is unacceptable. They work as part of a group or class, & understand & follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride.</p>	<p>foodstuffs & understands need for variety in food.</p> <ul style="list-style-type: none"> • Usually dry & clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. • Shows understanding of how to transport & store equipment safely. <p>• Practices some appropriate safety measures without direct supervision. ELG:Children know the importance for good health of physical exercise, & a healthy diet, & talk about ways to keep healthy & safe. They manage their own basic hygiene & personal needs successfully, including dressing & going to the toilet independently.</p>	<p>they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems, including doubling, halving & sharing.</p> <p>Shape, space and measures</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3 D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects & common shapes to create & recreate patterns & build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders & sequences familiar events. • Measures short periods of time in simple ways. <p>ELG: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 & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>	<ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>ELG: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 & others. Some words are spelt correctly & others are phonetically plausible</p>		<p>materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories.</p>
---	---	---	---	--	--	---

This year our themes are as follows: (They will dovetail into the year 1/2 learning)

Autumn Term 2015

All about Me Special Times/People

Spring Term 2016

Nursery Songs & Rhymes/Tales Animals Growing Plants

Summer Term 2016

Turrets and Tiaras In the Summertime/Seaside

Years 1 and 2

The Reception foundations will continue into this next phase and the children will develop good working habits whilst following a thematic approach based on the New National Curriculum. They will follow a full range of subjects and will also be taught by some specialist teachers from the Prep school *

Literacy	P.E./Games/Dance *
Maths	Swimming *
Science	French *
PSHE	Art and Design
Computing	R.E
History	Music *
Geography	Design Technology

As part of our strong environmental ethos the children will take part in Forest School activities to develop the children's experiences, nurture an understanding and respect for natural places. The Forest school experience brings learning to life and improves a child's ability to work co-operatively while offering the opportunities to take risks, make choices and initiate learning.

Year 2 Curriculum Outline

Subject	Autumn Term	Lent Term	Summer Term
Literacy	Learn Phonic Strategies to help with reading. Spelling skills, rhyme and pattern Letters and Sounds Learn to use basic punctuation- capital letters, full stops, commas and exclamation marks Practise basic handwriting joins and correct letter formation Poems with familiar setting and writing instructions Structured story telling into writing by retelling and innovating	Learn Phonic Strategies to help with reading. Spelling skills, rhyme and pattern Letters and Sounds Author studies and book reviews Learning about speech marks- revise basic punctuation Sentence structure – connectives, extending sentences Practise basic joins Significant poets and Dictionary work Structured story planning and telling into writing. Stories and poems from other cultures, Develop descriptive language	Learn Phonic Strategies to help with reading. Spelling skills, rhyme and pattern Letters and sounds Practise writing with developed and extended sentences. Revise all phonic strategies. Revise all basic punctuation. Practise handwriting Study stories and poems by significant children’s Authors. Look at playing with language-tongue twisters, riddles. Non-fiction work Recounts, extended stories and reports.
Maths	Counting, properties of number, number sequences, place value, ordering, estimating, rounding. Understanding +, -, near doubles – bridging 10 Mental calculation strategies, money and real life problem making decisions and checking results. Measuring, length and time. Shape and fractions. Tables	Counting, properties of number, number sequences, place value, ordering, estimating, rounding. Understanding +, -, and multiplication. Mental calculations, money, making decisions, measures, weight, capacity and time. 2/3D shape. Fractions. Handling data. Block graphs and sorting. Tables	Counting, properties of number, number sequences, place value, doubling and halving, addition, subtraction, multiplication, division. Fractions, time, right angles and symmetry. Assessments – SATS style.
Science / PSHEE	Health and growth Using electricity	Forces and Motion Plants and Animals in the Environment	Variation Grouping and changing materials
History	Famous Historical events	Famous people	Buildings/Castles Seaside holidays in the past
Geography	Where we live Contrasting locality Maps	UK Weather	An Island Home
RE/PSHEE	Belonging - Creation Celebrations and Festivals Harvest	Torah Easter	Saints Stories Jesus told Places of Worship
ICT	word processing / editing text Keyboard skills Paint	Labelling PowerPoint Algorithms	Control Research Programming Beebot roamer
Art and Design	As Year 1 but seeing progression of skills and ideas	As Year 1 but seeing progression of skills and ideas	As Year 1 but seeing progression of skills and ideas
Design Tech	As Year 1 but seeing progression of skills and ideas	As Year 1 but seeing progression of skills and ideas	As Year 1 but seeing progression of skills and ideas

Music is taught by Mr. R. Coppack, Director of Music and Mrs G Mendes and takes place in the music rooms.

PE/Games

The children are taught PE and games by Mrs P McCarthy, Head of girl's games and Mr Charlie Butcher, a gap student. They are taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They will also participate in simple team games, developing tactics for attacking and defending.

Swimming

Swimming is an important activity in the Pre-Prep and is taught by Mrs J Rigg a specialist swimming teacher with a gap student – one of which will be in the water with the children.

Swimming should be fun and teaches the children to be safe, confident and competent around the water.

Parents are invited in at the end of a term to watch a swimming session and see progress.

Dance

Miss Sophie comes in on a Friday to teach dance in the East Wing Hall. The children use simple movement patterns through interpretation of music with dance.

French

French is taught by Mr S Rivoal. This is fun French where the children learn words and phrases to describe colours, numbers, food, clothes – sing songs and play French games.

Mandarin is to be introduced in Summer Term 2016

PSHEE

PSHEE is also linked with Science and RE topics. It supports personal development learning throughout all aspects of school life and follows set themes, planned to ensure continuity and progression. This is taught by Mr. Moore on a Friday and Mrs Clarke in timetabled class time.

{EYFS children join in the above curriculum with extra support and supervision where considered necessary.}

Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.” Statutory Framework for the Early Years Foundation Stage. Department for Education, 2012

We promote sound welfare of our children by:

Promoting good health, preventing the spread of infection and taking appropriate action when children are ill;

Managing behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;

Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so;

Ensuring that we never knowingly employ any person who is disbarred or disqualified from working with children or who co-habits with a person who is disqualified from working with children. Appropriate checks and assurances are taken at the time of recruitment and at regular intervals during an individual’s period of employment at the School;

Ensuring that the premises, furniture and equipment is safe and suitable for purpose;

Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;

The children and staff have clear guidelines on fire safety regulations and procedures and there are fire drills regularly to practise these procedures.

All full time staff have at least Level 1 CP/Safeguarding training.

Inclusion

We believe that all our children and their families matter. We value the diversity of individuals within the School and do not discriminate against children because of perceived differences. All children at Ashdown House are treated fairly regardless of race, religion or abilities. . We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. Our planning aims to meet the needs of all children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Children who need additional support in speaking, communicating and learning in English are supported in the classroom by our Learning Enhancement team. This is taught by bilingual teachers who work directly with the children in a one to one/small group sessions and by advising Pre Prep staff with supporting resources. We will take every appropriate opportunity for play and learning in the classroom supporting the child’s home language. {Refer to whole school EAL policy on website}

Absences/illness/medicines

All absences should be phoned into the school office and if a child is taken ill at school they will be made comfortable in school until parents can take them home. Please inform the office of any change in home circumstances or contact numbers and addresses.

Mrs Clarke and Sister Corbin are registered Paediatric First Aid trained to comply with EYFS requirements.

Sister Corbin and qualified first aiders may administer prescribed medicine with written parental consent. Please ask for a form. Medicines must be in its original packaging and clearly named.

Assessment

Contact with parents

As part of good practice in education, children are continually assessed in order to ensure we are providing the right curriculum for each individual. These assessments inform our planning and will be in the form of observations, discussions and formal assessments linking to learning. The EYFS learning profiles are always available to refer to in the classroom.

The children will have end of term written reports in December and July and consultation opportunities in Autumn and Spring terms where you have the opportunity to see your child's work and discuss progress. There is daily contact between parents and staff and parents are always welcome to look around the department and talk to the teacher. Parents are encouraged to discuss any problems with Mrs. Clarke as soon as possible when they occur. The children will be given a book bag with a home/school reading book to record reading and also to record any information you feel is important to ensure your child has a good day at school. Likewise we will use the book to send messages home if necessary.

Complaints

The school has its own complaints procedure which can be found on the school website.

Further guidance on the standards that the school must meet for the learning, care and development of children under 5 can be found at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

If you believe that the school is not meeting these requirements, please contact OFSED at the following address.

- *OFSTED* cie@ofsted.gov.uk or 01633 657396
- <https://www.gov.uk/complain-about-school>

Photographs

It is our custom to take photographs or recordings (tape, mobile phone cameras, CD, DVD) of the children which are primarily for use within school. However the photographs or recordings may be published in the school magazine, prospectus, on school website or even in the newspaper. If you do not wish for us to use your child's photograph please inform the school office in writing

(For further information please refer to whole school safeguarding policy on the website)

Behaviour

The Pre-Prep {including EYFS} shares the ethos of the main school as being a caring, family-oriented community. We reward good behaviour and provide encouragement in order to create a climate of consideration for others.

If there is a pattern of poor behaviour school and parents will work together to lessen the concerns.

(Please also refer to the behaviour policy which is available from the school office)

Homework

Children who attend the Pre-Prep{including EYFS} full time have a long day and we recommend to parents that their young children use a large part of their out-of-school hours to develop and follow their own interests.

However, parents have an important part to play at this stage in several aspects of their child's education, and some occasional school work, where useful, is sent home as follows:

Reception - Reading every evening.

Year 1/2 - Reading every evening. Occasional maths and Literacy. Spelling once per week.

How can you help?

Personal Skills

Please try to ensure your child can:

- Dress and undress
- Use the toilet and wash and dry his/her hands
- Change his/her shoes
- Put on and take off his/her coat
- Tidy away toys

· Use a knife and fork. Although staff members are always there to help we try to encourage the children to be independent. At lunch staffs assist children with cutting up their food and pouring water. We say grace and teach good table manners with the correct use of cutlery. Your child will feel confident in the dining room if you can help him/her to eat politely at home.

If you have any concerns that you would like to discuss with Mrs Clarke, she is usually available at the start and end of the day in the Pre – Prep or if you would like an appointment to discuss any issues with her or the Headmaster Mr. Moore, they will be happy to see you either during or after school, by arrangement through the school office.

Policy Review

This Policy will be reviewed annually.

Reviewed: September 2016
Next Review: September 2017
Chris Clarke
Head of Pre-Prep
Paddy Mason
Deputy Head