



Pre-Prep Curriculum Policy 2024 2025

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1. Rationale

This policy sets out the main features of the School's Pre-Prep curriculum and is supported by the School's various forms of planning.

The curriculum at Keble Pre Prep is divided into two stages: EYFS- Early Years Foundation Stage (comprising Nursery and Reception) and KS1- Key Stage One (comprising of Years 1 and 2).

2. General Aims

We offer a full-time supervised education for pupils of compulsory school age in addition to a full-time nursery class for 3-4 year olds, providing experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We also provide subject matter and teaching approaches that are appropriate for the ages, aptitudes and needs of pupils, including those pupils with an EHC Plan (Education, Health and Care Plan). Our curriculum and its delivery support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We ensure that all pupils are able to 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 make the years the children spend at Keble Pre-Prep challenging, fulfilling and happy so that, by the time they move onto the next stage, they will be independent, confident learners who take pleasure and pride in their achievements.

We offer the children a broad and balanced education in all the major areas of the Early Learning Goals and the National Curriculum. These include the skills of reading, writing and mathematics as well as science, geography, history, design technology, computing, art, drama, music, religious education, PE - physical education, RE - Religious Education, PSHE - personal, social and health education and RSE - Relationships and Sex Education and Forest School. In addition to these areas French is taught from Nursery to Year 2.

In the Early Years Foundation Stage all seven areas of learning are taught through a thematic approach and a discrete phonics and maths teaching sessions takes place daily in Reception Class. In Year 1 and 2, teaching sessions include daily English and Maths practice. Other subjects include History, Geography, Science, Art, Design and Technology, RE and PSHE sessions which encourage children to research, ask questions, problem solve and to be curious learners. The curriculum is supplemented with PE, Music, Forest School and French. Pupils engage in enrichment opportunities outside the classroom including school clubs, trips, workshops and visiting speakers.

The curriculum offered at Keble Pre-Prep will begin the process of preparing children for the opportunities, responsibilities and experience of life in Modern Britain.

There is also a programme of after school club activities that is appropriate to the educational needs of children in Key Stage One and the Reception Class in relation to Personal, Social, Health Education



(PSHE), combined with an ongoing focus across all subjects on the development of communication and language skills. The majority of after school clubs are for children in Years 1 and 2. External providers offer some clubs for Reception Class children. No after school clubs are offered for the Nursery children.

Detailed information for each subject is contained within the planning produced by each year group.

3. Curriculum Aims

At Keble Pre-Prep we believe that learning should be inspiring, memorable and meaningful. We provide a Curriculum which engages and equips our children for their lives in the 21st Century. The Early Years Foundation Stage (EYFS) is taught across the seven areas of learning, following a cross-curricular and enquiry-based approach. In Year 1 and 2, English and Maths practice take place daily, with History, Geography, Science, Art, Design and Technology, RE and PSHE sessions which encourage children to research, ask questions, problem solve and to be curious learners. We aim to educate the whole child, nurturing their talents and allowing them to develop at their own pace. We ensure learning is developmentally appropriate for the needs of each child and we strive for academic excellence by deepening children's learning whilst also developing the attributes needed to ensure children are happy, confident and resilient learners with a strong sense of wellbeing and involvement. Learning is promoted both in and outside of the classroom, allowing children to develop a wide range of skills and become well-rounded lifelong learners.

4. Curriculum Approach

From Nursery to Year 2, themes and topics are chosen to enable a progressive curriculum which builds on prior learning. Each theme lasts for half a term or a term and has been carefully planned to ensure that the learning objectives for each year group/subject are covered in a creative and dynamic way. Children are immersed in their learning through colourful and engaging indoor and outdoor environments, and multi-sensory learning experiences. Planning incorporates the children's interests and ideas by taking into account key questions they have asked. This allows children to take ownership over their learning and ensures that opportunities for challenge and enrichment are built in.

Our Curriculum Approach provides depth in the coverage of skills in all subject areas and allows children to recognise the links in their learning. Examples of termly themes include, but are not limited to: ~~4nto the~~ 'Splish, Splash, Splosh', 'Globe Trotters', 'Home Sweet Home' and 'Significant Individuals'

5. Planning

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 children. Although links can be made with all subjects, Maths, English and PSHE are taught as discrete sessions. Music, French, Forest School and PE are also taught discretely through the use of specialist teaching staff.

PSHE is taught throughout the school and permeates the whole curriculum and reflects our school's aim and ethos whilst encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. It is taught as a subject in its own right and across the entire



curriculum. The PSHE 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 PSHE.

Our curriculum is further enhanced through educational visits, visitors in school, workshops and shared experiences with the wider community. The school library is also used by all classes, having a weekly teaching session in the Pre-Prep library. Children's achievements are celebrated regularly through the school newsletter, displays in classrooms and shared areas, online (for example through Seesaw) and in school assemblies

Long term planning- Objectives are taken from the Early Years Foundation Stage (Development Matters and Birth to 5) and National Curriculum.

- **Medium Term Planning-** This is personalised by each year group. The term's learning journey is planned the term before on a set proforma.
- **Weekly Planning:** This is personalised by each class teacher using a format which they find useful in supporting their teaching e.g. a weekly timetable to map out the flow of the week's work, daily plans etc. Teaching assistants are aware of the week's activities (communicated verbally or in writing by the class teacher).
- All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross curricular links where appropriate. Staff will make amendments to planning in order to optimise learning opportunities when they arise. Each class has a set timetable although the timetable will be flexible depending on the activities each week.

6. Learning Environments

- The classrooms creates the wow factor and encourages curiosity and excitement for learning.
- Within the learning spaces across the EYFS and Year 1, there is provision made for: art and design, reading, writing, role play, maths, construction/small world, sand/water/mud kitchen, malleable, wellbeing and music (Early Years Foundation Stage).
- Children are expected to move around the classroom and work in different spaces throughout the day.
- The Pre-Prep school has access to facilities at Keble and across the foundation for example Nursery, Rec, 1 & 2 pupils also take part in a weekly Physical Education/Games session using the Keble gym and astro courts. The children also use the Music rooms during music sessions, the Headmasters Garden for a range of cross-curricular learning opportunities such as Forest School and access the art room for specialist Art sessions.

7. Outdoor Learning

- Outdoor learning is embedded within the curriculum across The Early Years Foundation Stage (EYFS)
- The Pre-Prep classes have an assigned Forest School block of sessions throughout the year which are run by an accredited Forest School Leader. In addition, all classes have access to the "EYFS Playground" and Years 1 and 2 have access to the 'Jungle Gym' area. This allows children to develop their physicality, curiosity, creativity, enhance their problem solving/teamwork skills.



8. Recording of Children's Learning

- Nursery and Reception children have their learning recorded online using the Seesaw platform where parents and teachers are able to celebrate children's progress and discuss next steps in learning.
- The Reception children also begin to have books where adult led learning in Maths and Writing is recorded.
- Children across Years 1 and 2 record their learning across the curriculum in a range of ways, including through workbooks and learning journals.
- Key Stage 1 children also have a digital learning journal using SeeSaw, an online platform where pupils use creative tools to take pictures, draw, record videos and more to capture their learning journey
- All the outcomes planned in the Medium Term Planning and weekly planning will be captured in sequence in these ways to demonstrate progress in learning
- The child will record their learning in a variety of ways: photos, paintings, art work, diagrams, information grids, models (if they fit) etc.
- The full range of subjects in the curriculum will be evidenced across these recording tools. Maths work will also be recorded through a Maths No Problem workbook in Years 1 and 2. From Nursery to Reception Class work will be the first draft. On occasions in Year 1 and Year 2, some pieces of work will be drafted, edited by the children and teacher, and then presented as 'best', for example, this may be for display purposes.

9. Explore and Learn Time

Early Years Foundation Stage: Throughout the week.

In the EYFS, the children will take part in 'Explore and Learn' time whereby they will access the continuous and enhanced provision linked to all seven areas of the curriculum. Please refer to the EYFS Policy for further information. Children will also take part in a range of small group and 1:1 adult directed learning linked to current learning. For each unit of work across both the EYFS and Key Stage 1, there will be a range of multisensory activities in the classroom and outdoors from a variety of curriculum areas.

'Explore and Learn' also extends beyond learning at school and encapsulate home learning in the EYFS and Key Stage 1. Children are provided with these home learning activities from the spring term in Nursery, from the second part of the autumn term in Reception Class and from the start of the autumn term in both Years 1 and 2.

This open-ended learning develops communication, self-management skills, collaboration, research, independence and creativity. It also harnesses children's love of learning and builds on the natural way in which children learn.

10. Inclusion And Enrichment

All Keble Pre-Prep pupils are given the opportunity to learn and make progress. Where Special Educational Needs (SEN), learning difficulties, English as English as an Additional Language (EAL) or the need for additional challenge have been identified, the curriculum implementation is adapted as appropriate and relevant. This ensures that each child learns, makes progress and is challenged in a



way that is appropriate for their level and pace at that time. We aim to personalise aspects of the curriculum and its delivery to suit every child's needs and to ensure that each child is treated as an individual. Please also refer to our Equality, Diversity and Inclusion Policy (Pupils).

Enrichment is delivered through high quality teaching within the classroom as well as being integrated into all areas of the curriculum. Where the need for additional challenge is identified, the curriculum implementation is adapted as appropriate and relevant. This fluid and inclusive approach endeavours to target those children exceeding specific learning objective expectations, enabling children to receive the appropriate depth in their learning. Each child learns, makes progress and is challenged in a way that is appropriate for their level and pace at that time. We aim to personalise aspects of the curriculum and its delivery to suit every child's needs and to ensure that each child is treated as an individual.

This Review: Autumn 2024

Next Review: Summer 2025

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