



THE
**WHITE
HOUSE**
PREPARATORY SCHOOL

**The White House Preparatory School
and Woodentops Day Nursery**

PREP SCHOOL and EARLY YEARS CURRICULUM POLICY

1. Aims and Philosophy

Our primary aim is to fulfil the potential of every child in our care. In its most immediate definition, our remit is to prepare our pupils thoroughly for the entrance examinations of their chosen senior schools at 11+. However, we believe true education goes far beyond exam preparation; we are preparing children for the life that lies ahead.

Our Foundational Core: We regard the school years from ages 3 to 11 as the vital foundation upon which pupils build their future education. We place a strong emphasis on a rich, broad, and balanced curriculum that fosters spiritual, moral, social, and cultural (SMSC) development alongside academic excellence. These foundational aims are seamlessly integrated from the Day Nursery through to Year 6.

At The White House Preparatory School and Day Nursery, we aim to:

- **Maintain high expectations** of our pupils and ourselves.
- **Raise levels of attainment** for all pupils, enabling them to achieve their personal best.
- **Develop confident, disciplined, and enquiring learners** who are capable of making informed choices.
- **Foster a lifelong love of learning**, self-esteem, and personal responsibility.
- **Promote respect** for the needs, feelings, and beliefs of others, facilitating positive relationships across the school community.



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- **Ensure equal opportunities** regardless of gender, race, class, special educational needs, or belief.
- **Provide a happy, safe, and nurturing environment** that promotes a thoughtful attitude towards both the local and wider global community.

2. The Early Years Foundation Stage (EYFS)

Day Nursery, Kindergarten, Pre-Reception, and Reception

The Early Years curriculum is planned in strict accordance with the Childcare Act 2006, the statutory framework for the Early Years Foundation Stage (EYFS), and all relevant safeguarding and welfare requirements. We utilize the *Development Matters* guidance and *EYFS Profile Handbooks* to ensure effective assessment and reporting.

Characteristics of Effective Teaching and Learning

We cultivate learning environments that promote:

- **Playing and Exploring:** Children investigate, experience things, and "have a go".
- **Active Learning:** Children concentrate, persist through difficulties, and enjoy their achievements.
- **Creating and Thinking Critically:** Children develop their own ideas, make links between concepts, and develop strategies.

Areas of Learning and Development

The EYFS curriculum comprises seven distinct Areas of Learning, split into Prime and Specific areas:



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Category	Area of Learning	Description
Prime Areas	Communication & Language	Developing confidence in self-expression, speaking, and listening in a variety of situations.
	Physical Development	Improving coordination, control, and movement; understanding the importance of physical activity and healthy food choices.
	Personal, Social & Emotional (PSED)	Developing a positive sense of self, forming constructive relationships, managing feelings, and understanding appropriate behaviour.
Specific Areas	Literacy	Linking sounds and letters (phonics), and beginning to read and write using a wide range of engaging texts.
	Mathematics	Developing skills in counting, understanding and using numbers, and calculating simple addition.
	Understanding the World	Making sense of the physical world and community through observation and exploration of people, places, technology, and the environment.



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Category	Area of Learning	Description
	Expressive Arts & Design	Exploring and playing with media, materials, music, movement, dance, role-play, and design technology.

Specialist Teaching in EYFS: Flexible planning includes regular sessions with specialist teachers in **Ballet, Drama, Spanish, Sport and Music** from the Day Nursery through to Reception. Progress is tracked via individual profiles to ensure children are appropriately challenged and prepared for Year 1.

3. Key Stage 1 (Years 1 and 2)

Key Stage 1 formally models—but is not limited by—the National Curriculum.

- **Class Teacher Responsibility:** Literacy, Numeracy, Science, Topic (History and Geography), Religious Education (RE), PSHE, Computing, and Art/Craft.
- **Specialist Instruction:** Spanish, Sport, Drama, Music, and Ballet.

4. Key Stage 2 (Years 3, 4, 5, and 6)

In Years 3 to 6, the academic program remains broadly in line with the National Curriculum while introducing rigorous preparation for 11+ entry.

- **Class Teacher Responsibility:** Art/DT, Music, RE, PSHE, Computing, History, and Geography.
- **Specialist Instruction:** Spanish, Sport, Drama, Music, and occasionally Art.
- **Languages:** Spanish is formally taught from Year 3, and Latin is introduced in Year 5.



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- **11+ Preparation:** Year 6 pupils receive dedicated, targeted preparation in English, Mathematics, Verbal Reasoning, and Non-Verbal Reasoning for senior school entrance exams.

Innovation & Choice Programs

- **Enterprise Curriculum:** Introduced to provide children with real-world opportunities to develop and deliver entrepreneurial projects.
- **Choice Afternoon (Years 4, 5, and 6):** An afternoon dedicated to deepening current interests or developing talents for 11+ scholarship applications. Options include Art, Performance, Sport, Tech/Coding, and Current Affairs.

5. SMSC and British Values

The promotion of Fundamental British Values (**democracy, the rule of law, individual liberty, and mutual respect/tolerance**) and SMSC development is integrated across the entire curriculum. It is a whole-school responsibility delivered through:

- Cross-curricular subject teaching and dedicated PSHE lessons.
- Circle time, school assemblies, faith-based workshops, and church visits.
- Charity initiatives, community outreach, and guest speakers.
- Internal student leadership roles and responsibilities.

6. Co-Curricular Trips, Outings, and Residential

Learning extends beyond the classroom to maximize the cultural advantages of our London location:

- **Early Years (Under 3s):** Focus on local nature visits to the park or common.
- **Termly Outings:** All classes (from Pre-Reception upward) undertake at least one educational visit per term to London's museums, art galleries, theatres, historic landmarks, and scientific sites.



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- **Year 3:** A dedicated team-building day at an outdoor adventure centre to build cohort cohesion.
- **Years 4–6 Residential Program:** Summer term outdoor education trips. Years 4 and 5 focus on Outward Bound wilderness experiences, while Year 6 participates in a cultural trip abroad (typically to Spain).

7. Homework and Partnership with Parents

Homework bridges school and home, allowing parents to engage directly with their child's learning.

Communication: Specific homework timetables and guidelines are distributed at the start of the academic year. Parents and teachers communicate daily via the Homework Diary, which must be reviewed and signed nightly by a parent/carer and checked regularly by staff.

- **Reception:** Daily reading alongside weekend Literacy or Mathematics tasks introduced in the Spring and Summer terms.
- **Key Stage 1:** Daily reading, spelling/times table practice for weekly assessments, and weekend Maths/English homework.
- **Key Stage 2:** Structured weekly timetables encompassing core subjects, reasoning preparation, and independent research tasks.

8. Inclusion and Special Educational Needs (SEN)

The school is committed to maximum inclusion. The Special Educational Needs Coordinator (SENCO) works closely with staff to:

- Support inclusive classroom practices and ensure equal access to the curriculum.
- Identify pupils experiencing difficulties and assist teachers in developing tailored differentiation and support strategies.
- Liaise closely with parents, external specialists, and outside agencies.



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- Coordinate targeted small-group or individual interventions where required.

9. Assessment and Reporting

Assessment is treated as an organic, essential element of teaching and learning.

- **Formative & Summative Assessment:** Regular assessments track student attainment, establish progress baselines, and directly inform future lesson planning.
- **Monitoring:** Student tracking data is reviewed systematically by the Headteacher and Senior Leadership Team (SLT) to monitor the overall effectiveness of the curriculum and teaching standards.

10. Peripatetic Music Lessons

The school offers individual instrumental and vocal lessons delivered by visiting specialist teachers.

Crucial Logistics & Scheduling Policy

- To minimize missing core academic subjects, peripatetic timetables operate on a **strict rotating basis** each week.
- Parents and pupils **may not request fixed slots** (e.g., exclusively during lunch or after school), as this compromises the rotation system for other students.
- Class teachers retain awareness of schedules and permit pupils to leave lessons at the appropriate time.

11. Staff Development

To maintain high academic standards, continuous professional development (CPD) and in-service training (INSET) are provided regularly. Curriculum initiatives and pedagogy are continually monitored and evaluated by the Principal, Headteacher, and Senior Deputy Head.



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Policy will be reviewed every 2 years			
Policy reviewed:	Sept 26	By:	Headteacher
To be reviewed:	Sept 28	By:	Headteacher

