



# Windlesham House School

## Pre-Prep

# Parent Handbook

### EYFS - Reception

### 2021 - 2022

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# Welcome

Dear Parents

A very warm welcome to Reception and I hope that everyone is looking forward to the excitement and opportunities that come with a new year and new beginnings.

I hope you find the following pages a useful guide to the year ahead and a valuable insight into your children's school routines and learning journey. It will, without doubt, be an exciting year, full of growth and development, all within a safe, nurturing and inspiring environment.

It is essential that we work in partnership to ensure the best possible outcomes for your children. We will continue to communicate all aspects of your child's progress and attainment throughout the year and please remember that our doors are always open should you ever have any questions or just want to chat!

My best wishes for an enjoyable year ahead.

Ben Evans  
Headmaster

## Introduction

Dear Parents,

We are very much looking forward to welcoming your children into school for the new school year in September.

Your children will have enjoyed their transition morning with their new teachers and this will have undoubtedly built the excitement ahead of September. Miss Harrison will be the designated key worker for each of the children in Reception, supported by Miss Kelleway.

Parent information meetings will take place in September where you will have the opportunity to come into school, hear presentations based upon the information contained in this handbook, ask any questions and spend time in your child's new classroom.

Should you have any individual questions, please do not hesitate to contact your child's class teacher in the first instance and in the meantime if I can be of any further assistance please do not hesitate to contact me.

Best wishes

Sarah Sutherland  
Head of Pre-Prep

## Overview

The Reception Year is the beginning of your child's journey at Windlesham and a time for your child to build positive relationships, to become more independent, to develop a sense of resiliency and to establish attitudes, skills and dispositions that foster a love of learning. These are nurtured through consistent routines and expectations paired with ample time to engage in child-led, adult-supported play balanced with specifically planned carpet sessions and brilliant specialist lessons. Your child will be fully supported pastorally and academically in a nurturing, engaging and enabling learning environment that will speak to their individual interests, needs and strengths. Your child's journey through Reception is guided by their individual development as each and every child learns differently at different rates and brings different background experiences with them into our classroom. In Reception, our class develops as our own little community as we learn how to work together, respect one another and find our place within the group. We look forward to spending this year with you and your children.

It is important that the Reception curriculum and environment represent the children that we have in the classroom. We encourage you to communicate any special holidays or traditions that your family celebrates and any key interests your child has outside of school. Using Tapestry to upload your child's experiences, achievements and interests at home helps us to see your child's whole world and connect with them even more!

Sometimes accidents and spills do happen throughout the course of the Reception day so we ask that you please send in a labelled set of spare clothing for your child to remain at school (shirt, trousers, underwear, tights (girls) and socks). We will send them home at the end of each term to ensure they still fit your growing child.

Miss Harrison and Miss Kelleway

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## Provision of the Early Years Foundation Stage Statutory (EYFS) Framework 2021

In our classroom, we follow the new Early Years Foundation Stage Statutory (EYFS) Framework 2021 which outlines the seven areas of learning development and the corresponding Early Learning Goals (ELGs). The areas of learning with descriptions and end of year goals with the quantifiers for children at the expected level of development are divided into prime and specific areas as follows:

### Prime Areas

#### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own

feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Your child's social and emotional development is at the heart of the Reception year. We support children in this through careful modelling, responsive interactions, explicit lessons and storytelling in a nurturing environment. We teach children to recognise, label, understand and regulate their emotions. These skills allow children to have stronger friendships, more confidence, more resilience and better self-regulation. We begin this through linking basic emotion words and colours (blue - sad, green - calm, yellow - happy, pink - loved, purple - muddled up, black - worried, red- angry) and add nuance as the year goes along i.e. green - peaceful, yellow - joyful, red - frustrated etc. The children are supported in the classroom to ask for a turn with toys or to join in a game and peers then know to respond with a simple "yes" or "when I'm finished" and sometimes we use sand timers to help manage this. Overall these skills lead to a more calm and caring classroom environment. We also help children develop conflict resolution skills, emotional literacy and learn to self-advocate for their needs and feelings so they feel acknowledged, validated and respected in the group setting.

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support

from adults, allow children to develop proficiency, control and confidence.

## Specific Areas

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The following overview details the units that will be taught over the coming year. It should be noted however, that depending on the children's needs there will be fluidity over the organisation of these units.

Autumn	Name Writing & Recognising	Oral Storytelling	Traditional Tales
Spring	Story Scribing	Non-Fiction Texts & Presenting Information	Labelling & Environmental Print
Summer	Story Writing & Book Making	Poetry	Letter Writing

## Progression of writing

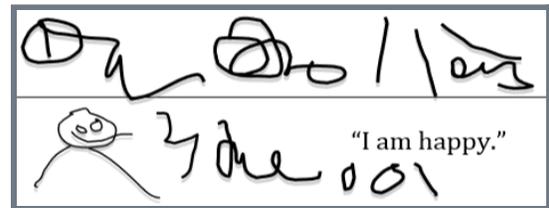
As children begin their journey in Reception as writers, it also falls along a continuum and children develop along the continuum through play and direct input. The stages of developmental writing are as follows:

### Preliterate: Drawing

- Uses drawing to stand for writing
- Believes that drawing is a purposeful means of communication
- Reads their drawings as if there was writing on them

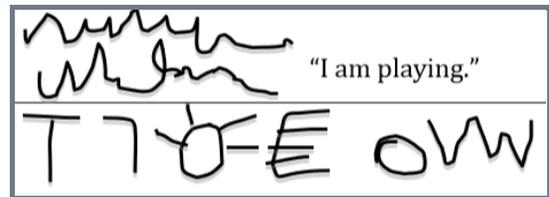
### Preliterate: Scribbles

- Scribbles but intend it as writing
- Scribbling resembles writing
- Scribbles are directional (from left to right)



### Early Emergent: Letter-like forms

- Shapes in writing actually resemble letters
- Shapes however are not actual letters
- Shapes may be interspersed with numbers

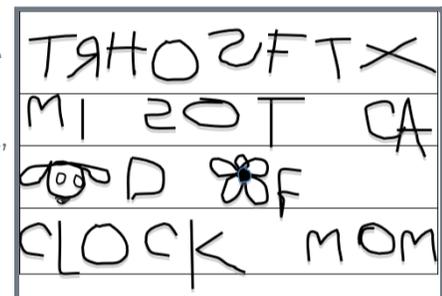


### Emergent: Random letters or letter strings

- Uses long strings of letters usually from own name and in capital letter form
- Groups letters together with spaces beginning to resemble words
- Letters may go to the left or to the right

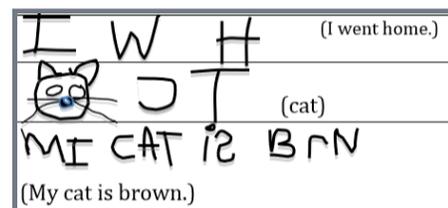
### Emergent: Picture labelling and environmental print

- Matches beginning sounds with the letter to label a picture
- Copies environmental print and words
- Reversals are common and a variety of resources (chalk, pens, pencils, paint, etc.) may be used



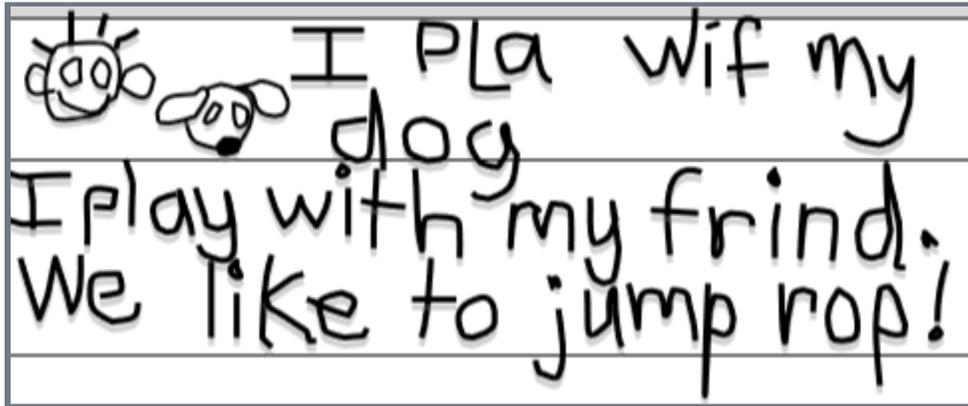
### Transitional: Writing via invented spelling

- Uses first letter sounds to represent words
- Uses first and last letter sounds to represent words
- Makes phonetically plausible attempts at spelling words
- May not be using proper spacing consistently
- As writing matures, more words are spelt conventionally



### Fluent: Writing in phrases

- May write in phrases as opposed to whole sentences
- Beginning to write in whole sentences
- Writing key words accurately in writing (my, they, do, etc.)
- Uses punctuation, capitalisation and spacing most of the time



### Phonics

In Reception, we have a daily phonics lesson for 15 - 20 minutes each morning. This session begins with learning single sounds and digraphs such as s, t, m, p, o, i, ch, th, sh, ng and progresses through to long vowel sounds such as ai, ou, oo, igh, etc. to more complex digraphs and trigraphs such as ay, oy, ea, etc. This is taught with careful differentiation and as the year progresses we include the teaching and application of key words such as the, you, like, to, go, etc.

In combination with learning our phonics that link oral sounds to written letters, we also help children to develop phonemic awareness and phonological awareness. First comes phonological awareness which is the ability to hear and manipulate sounds in words such as alliterations, rhymes and hearing syllables in words. Then phonemic awareness is the understanding that words (written or spoken) are represented by a series of sounds. Eventually your child will be able to segment words (knowing cat has 3 individual sounds c-a-t) and blend (knowing each sound in c-a-t blended together forms the word cat).

### Reading

For the first term, every Friday we will send home a storybook for you to enjoy with your child over the weekend and return on Monday. This is a chance for you to model expression and fluency whilst discussing features of the book (author, illustrator, spine, cover, index, etc.), speaking about the images in the

book, discussing features of print (use of bold, italics, specialised font, letters or words they recognise etc.), asking questions that allow your child to recall what has happened in the book, make connections to their own experiences and predict what will happen next. This will help develop your child's understanding of books and print and most importantly make positive and happy connections to reading at home. Through careful assessment and observation, when your child is developmentally ready to begin simple reading of their own, on a Monday we will send home two or three levelled books for your child to read with you during the week. These books can be returned on a Friday in your child's book bag with new levelled readings being sent out that same day to share over the weekend.

In addition to this, when your child is ready, we will send out sets of 10 key words at a time to practise reading at home. Your child will keep these at home until they become confident in recognising them. At this point, I will assess the set of words with your child and if they are ready, I will send them home with the next set of 10. This may be at different points in the year for each child and it is important that we remember reading is not a race and every child will progress through the keyword sets at their own individual pace.



## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

The following overview details the units that will be taught over the coming year. It should be noted however, that depending on the children's needs there will be fluidity over the organisation of these units. The new EYFS Statutory Framework includes strands of Number and Numerical Patterns however to add breadth to our curriculum, concepts of shape, space and measure will continue to be taught.

Autumn	Number: 0 to 10 Numerical Patterns: Verbal counting to 20	Number: Number bonds to 5 Number: Subitising to 10		Shape: 2D shapes and properties and positional language
Spring	Number: 11-20 Numerical Patterns: Comparing Quantities	Number: Addition and Subtraction	Measure: Time & Money	Shape: 3D shapes and properties
Summer	Number: Number bonds to 10 Numerical Patterns: Distribution of quantities, even and odd, doubles		Measure: Volume, Length, Weight	Shape: Patterning

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



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## Characteristics of Effective Learning

The above areas of the curriculum are planned for and taught with the following characteristics of effective learning, from the Statutory Framework for the EYFS (2021) in mind:

### Playing and exploring

- children investigate and experience things, and 'have a go'

### Active learning

- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

### Creating and thinking critically

- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## Further Information on the EYFS

For more information on the 2021 EYFS Statutory Framework, please visit the official Department of Education website [here](#)



# Overview of Pre-Prep Structure

## Pre-Prep Staff - Meet the team



Mrs Sarah Sutherland  
Head of Pre-Prep  
Year 2 Teacher- SJS Form



Mrs Jane Johnstone  
Year 1 Class Teacher  
Key Stage 1



Miss Sarah Harrison  
Reception Class Teacher  
EYFS



Mrs Debbie Hunt  
Year 2 Teaching Assistant  
Key Stage 1



Mrs Donna Lander  
Year 1 Teaching Assistant  
Key Stage 1  
Gems activity club supervisor



Miss Jade Kelleway  
Reception Teaching  
Assistant  
EYFS



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## The School Day

Your children can be dropped off at the gates to the Pre-Prep between 8.00am and 8.15am. During this time we will encourage the children to go into school to sort their bags and books out before coming outside to play. **Please note the earlier start time of 8.15am.** The teaching day finishes at 3.30pm where you will be able to pick your child up from the playground gate.

### Provision of food and drink

The children have snack time during the morning which is provided by our catering team and lunch in the dining room at 11.45am.

### Activities

Gems Activity Club runs from 3.30pm - 6.00pm. If your children have been signed up for activities they will be taken up to Gems for a snack and then taken to their activities. Alternatively you may wish your child to attend Gems and no activities. Collection from Gems will be from the front door of the Pre-Prep, please ring the doorbell and a member of staff will come to the door and then bring your child to you.

The activities program for each term is sent in the holidays preceding in preparation the activities to begin at the start of each term.  
The following activities are available for our EYFS children.

Monday	Tuesday	Wednesday	Thursday	Friday
Chelsea Football Yoga Gymnastics	Ballet Chess MXT Swimming	Tennis		

### How to book an activity

Bookings can be made by emailing Mrs Lander on [gems@windlesham.com](mailto:gems@windlesham.com)

### Cancelling an activity

All activities roll over each term during the year, unless you advise us otherwise by the end of the current term.

### Minibuses

If your child is going home on school transport they will have the option of supper in Gems from 6.00pm, please let Mrs Lander know ([gems@windlesham.com](mailto:gems@windlesham.com)) if you would like your child to have this option so that catering arrangements can be made. Bookings for the following week should be made by the preceding Thursday.

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## Additional Wrap-Around Care

In addition to our end of the day supervision, we also offer supervision of our Pre-Prep children from 7.30am. The children will be supervised by one of the teaching assistants in the department until the other children begin to arrive at 8.00am. There is no extra charge for this supervision. At this time, we are unable to provide supper unless your child is going home on school transport.

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## Collection Arrangements and Emergency Contact

If you are delayed collecting your child or need to get an urgent message to the Pre-Prep, please call the Pre-Prep office on 01903 874748 or the main school office on 01903 874700

If any child is not collected within half an hour of the agreed collection time, we will call the contact numbers for the parent or carers. During this time, the child will be safely looked after.

If there is no response from the contact numbers or emergency contact numbers, depending on the circumstances of the case:

- a) the Head of Pre-Prep or the Designated Safeguarding Lead as necessary/appropriate will contact social services by 6pm that day;
- b) Social Care will make emergency arrangements for the child and will arrange for a visit to be made to the child's house and will check with the Police;
- c) We will make a full written report of the incident; and
- d) The pupil will be looked after safely by the Head of Pre-Prep or a member of SLT.

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## Dress Code

While we do not have a uniform at Windlesham we do ask that children adhere to the [school dress code](#). Suitable smart clothing should be worn. Navy, black or grey coloured trousers, shorts, dresses or skirts. (Appropriate summer dresses may be worn in the summer) Plain smart shirts or collared polo shirts and black leather shoes. The children should have a Windlesham PE and swimming kit and a waterproof Forest School kit. PE and Forest School kit must be brought to school on a Monday where it will remain for the week and will be sent home to be washed every Friday. Please provide your child with a pair of indoor trainers for the Autumn term and wellington boots. Outdoor trainers will be required in the Summer term. Book bags are provided by the school but we do kindly ask that you label your child's clothing, PE, swimming and Forest School kit as well as all shoes to avoid confusion or lost items.

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## Daily Routines

8.00am - 8.15 am: Arrival and playtime

8.15am - 10:00 am - Registration followed by continuous provision (adult-led and child-initiated activities)

10.00am - 10.30am - Story and Snack

10.30am - 11.00am - Break

11.00am - 11.15am - Morning Meeting

11:15 - 11:25 - Music and Movement Session

11:25 - 11:45 - Phonics

11.45 am - 1.00pm - Lunch and playtime

1:00 - 1:30 - Afternoon registration followed by maths

1.30pm - 2.00pm - Specialist lessons

2.00pm - 3.00pm - Inquiry learning and continuous provision (adult-led and child-initiated activities)

3.00pm - 3.15pm - Assembly

3.15pm - 3.30pm - Home time routines



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## Home School Communication

How we communicate with you and you with us is one of the most critical aspects of ensuring a good home-school relationship. We have several means of communication: the weekly information letter, the weekly newsletter, email, telephone, school website, social media and WhatsApp. All of these are explained in the Parents' Handbook.

### Information Letter

Each Monday parents are sent an [Information Letter](#) providing details relating to items in the calendar up to two weeks in advance. This is to give parents the opportunity to plan for different events as well as to stay informed as to their children's involvement and requirements.

This letter also contains key up to date information relating to day to day life at Windlesham to ensure that parents remain fully informed. Information is grouped according to year group and phase to allow parents to locate the most relevant details pertaining to their child (ren).

### Newsletter

On Fridays parents are sent the [Newsletter](#) which highlights the varied academic and non-academic activities which the pupils have been engaged in throughout the week. This is an opportunity for parents to get a greater insight into the day to day life at the school and the varied opportunities the pupils have enjoyed.

### Parents' WhatsApp

The Parents' WhatsApp group is managed by Alex Evans and is organised by year group to provide parents an opportunity to ask questions as they arise. Reminders are also sent via this group for specific calendar items to assist parents. Enrollment in the WhatsApp group is entirely voluntary.

### Parent Portal

The [Parent Portal](#) is an area of the School's website which hosts a wide range of information relating to your child's life at school. There are also many categories of information and this should be the parents first port of call.

### Notification of absence

If your child is unwell and unable to attend school, please email [absence@windlesham.com](mailto:absence@windlesham.com) by 08:10 and the relevant staff will be informed.



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## Sharing Learning at Home

In Reception, we use Tapestry - The online learning journal - to document your child's learning and experiences in the classroom and share this directly with you electronically. The photos, videos and notes made on Tapestry help you to understand what your child has been doing and learning throughout their days in Reception. Tapestry also allows you to comment on the posts which can be a way for you to leave words of encouragement for your child or to make a connection between the school learning and something that has been happening at home. The posts of your children on Tapestry are then informally assessed to help track your child's development within the EYFS framework and flag elements or types of play. This helps us to understand and develop your child's next steps and support your child in achieving their Early Learning Goals at the end of the year.

We also provide a paper Learning Journey Book that allows us to document significant learning moments, milestones or experiences for your child through pictures and narratives as well as linking the experiences to the curriculum and reflecting on what is next for your child. The Learning Journey Book also allows us to reflect on your child's learning disposition, attitudes and the characteristics of their learning. The Learning Journey book will be available for your child to look at throughout the day as a means of self reflection and will be sent home at the end of the year as a Reception keepsake.

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## Range of Activities and Experiences

Children are offered a range of activities and experiences through our structured lessons, adult-led activities and child-initiated play. During the day children have ample time to access continuous provision where they flow between our inside and outside spaces. As the children play, the adults in the room support and scaffold play, follow the children's lead as they weave in curricular outcomes, find ways to meaningfully stretch children's thinking, support their social emotional skills, increase vocabulary and make authentic links to literacy as well as numeracy. During this time, children are encouraged to be independent and take safe risks.

The areas of continuous provision indoors are construction, small world, reading, role play, playdough, sand/sensory tray, technology, writing, mathematics, loose parts, painting and creating. The areas of continuous provision outside are the mud kitchen, the natural maths area, gross motor construction, sand and water. While children are engaged in play, adults are observing, assessing, planning and establishing the next steps in the moment while they are being present and engaged with your child. The many areas of continuous provision allow children to play independently, in pairs or in groups all of which help to develop communication skills, self-regulation and social skills.

Throughout the year, the class will take meaningful trips off site to deepen learning and offer new experiences as well as host visitors who can add to the children's learning on a particular topic or subject area.



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## Topics and Inquiry

Our three main topics for Reception this year are Ourselves, Amazing Animals and Great Growing. These three topics are intentionally open-ended so that the learning can follow the children's specific interests led by our inquiry process and guiding questions. Inquiry based learning in Reception is established through a series of initial provocations and activities to develop our guiding questions that the children have. Examples from last year's animal topic were "How do spiders make webs?" "Why do lions have to eat so much?" "Do orca whales attack humpback whales?" We then use the questions to show children how we gain new knowledge and how we can share that knowledge with others. This creates many opportunities to engage with all areas of the curriculum, especially literacy and mathematics, in a meaningful way that fosters flexible thinking and lifelong learning. Last year many of the children chose to write books or tell stories about what they had learned, created art linked to their questions and became experts on the topics that captured their interests the most. This allows children to take ownership of their work and have a strong sense of pride over their learning. These topics give us a framework for our learning but also leave room for children's individual interests to shine through and teachable moments to be capitalised.



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## Skill Progression

Key skills addressed in the Reception year include fine motor skills, gross motor skills and independence skills. All of the skills within these areas can be looked at with progression in mind and will develop as the year goes by. For example, beginning scissor skills may involve proper scissor grasp which progresses to cutting straight lines then cutting curved lines followed by cutting different materials and eventually cutting many different shapes and materials with control to combine towards a complete effort, goal or idea such as making an animal mask. Your child may come home repeatedly enthusing about scissor cutting but not to worry - as the adults in the room, we are mindful of their progression of these skills and during free flow periods we are working with the children to progress and challenge them along their own individual continuums.

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## Morning Meeting

Every morning, the Reception class will gather on the carpet for our Morning Meeting where we will read a message from the teachers about what to expect over the course of the day. This message is an opportunity for me to model fluent reading, use expression, model blending and segmenting sounds and to show purposeful writing on a daily basis. For the children, a morning message is an opportunity to choral read, find letters/words they recognise, talk about parts of speech and punctuation as well as begin to see themselves as readers. During this time we will also talk through our visual timetable so the children know how the day will unfold and count the children who are absent and present. After the morning message there is also a daily maths photograph, challenge or problem that allows the children to use mathematical language, share their thinking, practice problem solving and consolidate previous maths concepts we had learned.



## Specialist Lessons

We offer an extensive range of specialist teaching for the children in Year Reception. This year the children will receive subject specialist lessons in the following subjects:

PE / Games / Swimming  
Forest School  
Food Technology  
Drama  
Music

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## World Languages Program

In September 2021 we are excited to be rolling out a new world languages program in the Pre-Prep encompassing a plan of cultural immersion on a 3 year cycle.

Research shows that in the formative years, the brain is at its most elastic and it is optimally equipped for learning and producing language. Introducing a breadth of language learning from an early age has also been shown to improve a child's memory and analytical abilities and strengthen their ability to problem solve.

The children will learn one language per term and the whole department will work together in learning the same language at the same time in order to enable us to immerse the children in further cultural enrichment activities.

This academic year the children will learn the following 3 languages:

Autumn Term	German
Spring Term	Mandarin
Summer Term	Portugese



## Assessment

Throughout the year the children are given a number of both formal and informal assessments.

These may take the form of end of unit assessments and regular teacher assessments or more formal standardised assessments. At the beginning of the year all children are given a standardised reasoning assessment.

From the end of the Spring term, the children are assessed in independent writing and phonics alongside standardised assessments in Reading and Maths.

These assessments form part of our ongoing picture of your child's academic progress and allow us to plan individual next steps.

The formal timetable of assessment is as follows:

Beginning of Academic Year	Reasoning (Verbal and Non Verbal)				
End of Autumn Term	Unaided Writing		Phonics		
End of Spring Term	English - Reading	Unaided Writing	Phonics	Maths	
End of Summer Term	English - Reading	Unaided Writing	Phonics	Maths	Early Years Profile

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## Reporting

We welcome discussions with you about your child's progress both academically and pastorally at any point throughout the year. Class teachers can be contacted via email and meetings or phone calls can be organised at mutually convenient times.

At the end of the Autumn and Summer term you will receive a formal written report detailing your child's progress for that term and targets for the term ahead.

We hold parent consultation meetings in the Autumn and Spring terms and host informal parent 'Pop-ins' in the Summer term where your child can show you all their work in the classroom. The formal timetable of reporting is as follows:

	Parent Meetings	Reporting
Autumn Term	Individual Parent Consultation Meetings	Formal Written End of Term Report
Spring Term	Individual Parent Consultation Meetings with all staff	
Summer Term	Informal Parent 'Pop-ins'	Formal Written End of Term Report

## Pre-Prep Staff Contact List

The direct telephone line to the Pre-Prep office is 01903 874748

Sarah Sutherland - [ssutherland@windlesham.com](mailto:ssutherland@windlesham.com)

Sarah Harrison - [sharrison@windlesham.com](mailto:sharrison@windlesham.com)

Jane Johnstone - [jjohnstone@windlesham.com](mailto:jjohnstone@windlesham.com)

Jade Kelleway - [jkelleway@windlesham.com](mailto:jkelleway@windlesham.com)

Donna Lander - [gems@windlesham.com](mailto:gems@windlesham.com)

Debbie Hunt - [dhunt@windlesham.com](mailto:dhunt@windlesham.com)

## Medical Centre

The Medical Centre is staffed by highly qualified pediatric nurses who are on hand to administer medication as well as first aid to all pupils within the school community.

The medical centre is open:

06:30 - 21:30 Monday to Friday

### Medication

All personal medication is kept in the medical centre and administered by the nurses. Nurses are available to administer over the counter medications when required. All medication must be handed over to the medical centre directly.

### Medical Conditions (including allergies and dietary requirements)

Parents must inform the medical centre of any underlying health conditions via the admissions paperwork, or contact the medical centre directly.

For further information on the medical centre [click here](#) or contact the medical centre [medicent@windlesham.com](mailto:medicent@windlesham.com).

## Further information

We hope that this guide has provided some useful information. There are further details of how we support children with SEND and the procedure in place for dealing with circumstances of a child going missing available in the [Policies](#) of the Website. If you have any other questions about the Pre-Prep at Windlesham House School, please do not hesitate to contact Mrs Sutherland, Head of Pre-Prep via [ssutherland@windlesham.com](mailto:ssutherland@windlesham.com) or by phone 01903 874748. We will be very happy to help in any way that we can and would far rather you asked a question than were worried about something.





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