

PRE-PREP SCHOOL PARENTS' HANDBOOK 2024-2025

A School of Great Character



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WELCOME TO EXETER PRE-PREP SCHOOL



It is my great pleasure and privilege to welcome you to Exeter Pre-Prep School. We are delighted that you and your family will soon be joining us, and look forward to a happy and successful association over the coming years.

Founded in 1992, we have maintained a consistently strong reputation for academic excellence and a caring, familial ethos over the last 30 years, previously as The New School. We pride ourselves on offering the very best introduction to school life, especially during those early years when key skills, attitudes and learning foundations are laid for life.

As a small school with significant expertise in early years education, we are able to take a highly personalised approach, finding the brilliance in every child and supporting them to achieve their full potential. We take the time to develop strong relationships with all our children and parents to provide the best possible experience for each individual pupil in the time that they are with us.

Having joined the Exeter School family in March 2021, we are very proud that our well-established relationship has been strengthened, and excited that our children can continue to experience and enjoy a full Exeter School education, from the early years through to the sixth form. There has been significant investment in sympathetically refurbishing our beautiful building and grounds to provide further outstanding facilities while retaining their unique charm and period features.

I do hope that this handbook will provide you with useful information about our school. Please visit our website or contact the school if you have any further queries, however small. If you cannot find what you are looking for, do let us know so that we can include it in our next handbook.



Daniel Ayling MA (Cantab) PGCE NPQH MCCT
Head

A SCHOOL OF GREAT CHARACTER

At Exeter School our commitment to developing the character of our pupils underpins all that we do. Drawing on the ideas of Aristotle, our school ethos is rooted in virtue ethics and promotes aspiration and flourishing in all. Our aim is to equip pupils with the practical wisdom they will require to navigate the challenges and opportunities of our fast-paced and ever-changing world, whilst celebrating their unique talents and individuality. Our expectation is for pupils to embody the school virtues through their time at Exeter School, embracing the rich and varied opportunities on offer.

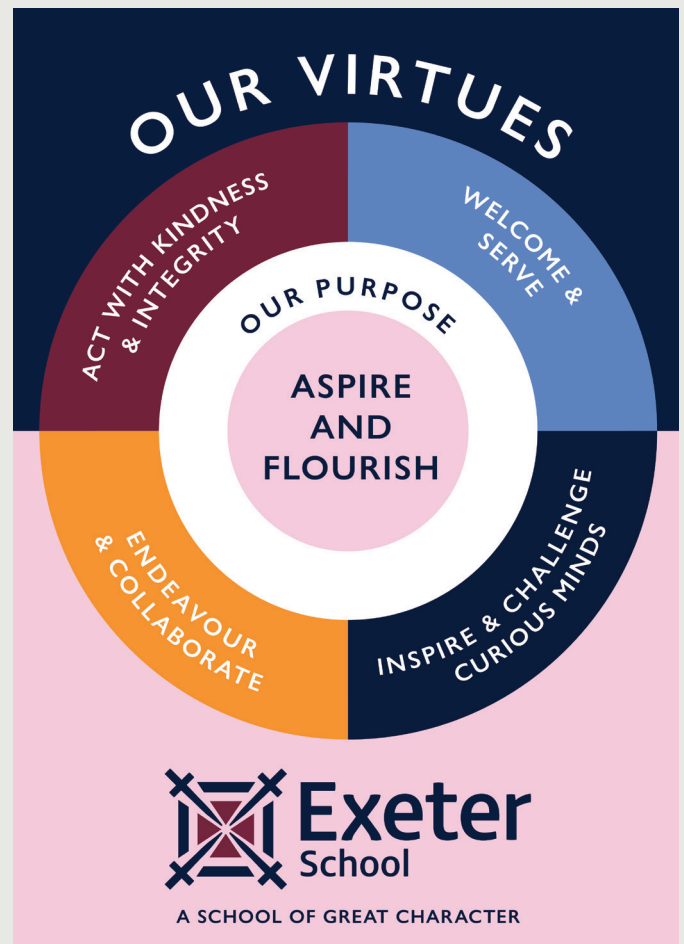
Through our intellectual virtues of inspire and challenge curious minds we consider how pupils develop as independent thinkers, creating space both inside and outside of the classroom for pupils to embark on journeys of discovery.

Kindness and integrity are our moral virtues, through which we encourage pupils to care for those around them and the school community as a whole. Within the busyness of school life, we ensure pupils have chances to contribute in a meaningful way and to stand up for what is important to them.

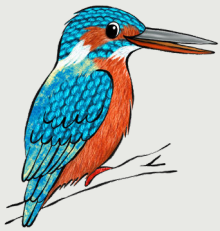
Stepping out of our school community, pupils are expected to practice the civic virtues of welcome and serve, recognising a world bigger than themselves and understanding their potential to make a difference within it through partnerships, charity work and volunteering.

In all that they do, our pupils are encouraged to use our performance virtues of endeavour and collaborate, drawing on the support of all those around them, in addition to their own resolve, in order to achieve their full potential.

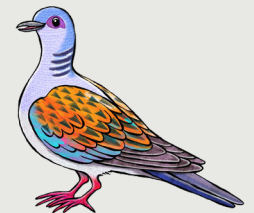
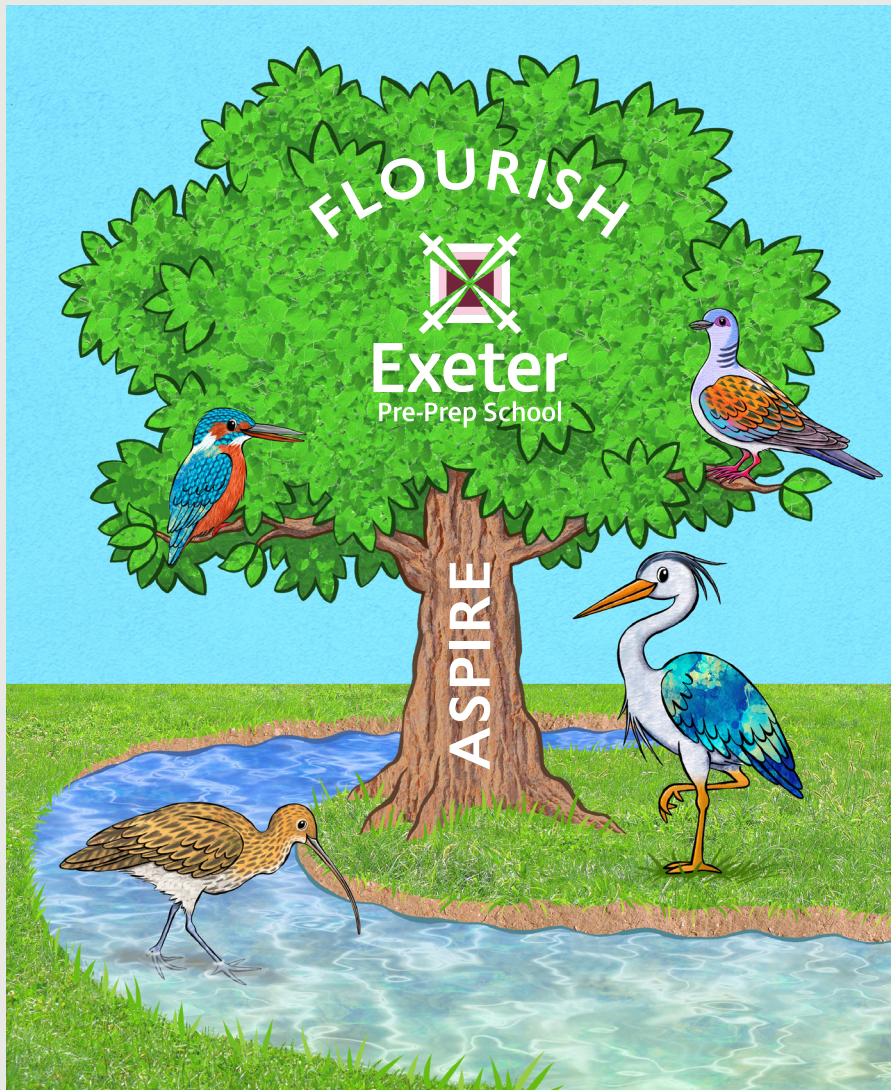
Character education is both an implicit and explicit part of school life, influencing our approach to learning and teaching, our pastoral care, and our co-curricular programme. Pupils are taught about character through allocated time in the curriculum, exploring the origins of virtue ethics and using role models and moral dilemmas to enhance their understanding of our school virtues. Each half term sees a focus on a different school virtue, with assemblies, form time and house meetings considering this theme with pupils. We also take time to celebrate the character development of pupils regularly, both within house meetings and assemblies. As a school of great character, it is our hope for every pupil that they will aspire and flourish, both in their time at Exeter School and throughout their life.



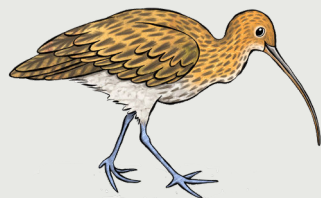
CHARACTER AT EXETER PRE-PREP SCHOOL



Kind
kingfisher



Teamwork
turtle dove



Curious
curlew



Helpful
heron

A school of great character

Our key aim is to provide a broad and balanced curriculum which prepares children for the next step in their education. This is achieved within a stimulating, nurturing and inspiring environment where children can thrive and develop a real love of learning.

We aim to ensure that children of all abilities make excellent progress during their time with us.

In our small school community, everyone knows everyone else and this helps to foster the warm, familial atmosphere that can be felt from the moment a visitor walks through the door. The needs and concerns of every child are important to us all, no matter how small these issues may appear to be.

We aim to provide a secure and safe environment where children feel a sense of belonging and have the confidence to be themselves. Mutual respect lies at the heart of what we do at Exeter Pre-Prep: respect between teacher and parent, child and teacher, and naturally between the pupils themselves.

Exeter Pre-Prep School is a community of supportive people, all of whom are working to provide the best possible experience for each individual child. We hope our children feel valued, nurtured, encouraged and happy during their time with us and we trust that the strongest foundations have been laid on which they can continue to build throughout their lives.

TERM DATES FOR THE ACADEMIC YEAR 2024-2025

Autumn term 2024

Start of term	Thursday 5 September
Half term	Two weeks beginning Monday 21 October
End of term	Wednesday 18 December, 12 noon
Staff INSET days:	Monday 2 September, Tuesday 3 September and Wednesday 4 September

Spring term 2025

Start of term	Monday 6 January
Half term	One week beginning Monday 17 February
End of term	Thursday 3 April, 3.30pm
Staff INSET days:	Monday 24 February and Tuesday 25 February

Summer term 2025

Start of term	Wednesday 23 April
Half term	One week beginning Monday 26 May
End of term	Wednesday 9 July, 3.30pm
Staff INSET day:	Monday 2 June

Parents are asked to ensure that family holidays are arranged during the school holiday periods, it is not school policy to authorise absence for holidays in term time.

ROUTINES AND ADMINISTRATION

Parking

There is ample parking available for parents along The Avenue, which is a private road. Please do not park across, opposite or too close to the drive as this can make it difficult for the minibus to manoeuvre. Once parked, please walk down the drive into school with your child, ensuring you close any gates or doors behind you as you enter and leave the premises. Please ring the buzzer for assistance to enter the building.

Shuttle bus service

We are delighted to offer a daily bus service between Exeter School and Exeter Pre-Prep. Please read and complete the form on our school website if you are interested. This is usually for children in Reception upwards.

Arrival

A staff member will be on gate duty from 8.30am to greet children. Parents arriving before 8.30am may wait on the playground from 8.20am for the doors to officially open. Please remain outside with your child until the doors open at 8.30am. We ask that you do not leave your child alone in the playground before the school day begins, as the school cannot take responsibility for your child's welfare until 8.30am, unless your child has joined Early Birds. Any arrivals in school before 8.30am are welcome to join Early Birds for a charge of £2.85 per half hour, which runs from 8-8.30am.

If the weather is inclement, we suggest that children remain with their parents in the car until opening time. Please leave your child in the care of their teacher as quickly as possible; this allows for a smooth and calm beginning to the day. Even reluctant children will settle far more quickly once the parent has departed.

Late arrival

All children are expected to be in school by 8.50am when registers are taken formally. Should you arrive later than 9am (close of registration) please let the office know. Registration is required by law at the beginning of each morning session and during the afternoon session.

Early Departure

Should you need to take your child out of school early, please notify your child's teacher. We will need to record their departure times in the signing out folder by the main entrance. This will help us to ensure that we have a complete record of who is in school at any time.

End of day collection

To avoid congestion, each class has a different exit from the building at the end of the day. At 3.30pm, the children will be ready for collection from the following locations:

- Nursery and Reception – gate to early years outdoor area to the left of the main entrance.
- Year 1 – the external door to the Year 1 classroom, facing The Avenue.
- Year 2 – the side exit to the right of the main entrance, facing The Avenue.

If you have more than one child to collect, we suggest you collect the younger child first. Each child will say "good afternoon" to their teacher before being handed over to the parent. Please could parents come forward to collect their child and not wait on the other side of the playground for the child to come to them. This will help to ensure that each child has been safely handed over to the right person.

If a parent is delayed for longer than five minutes, then the child will automatically be taken to our late room. Please note that £2.85 will be charged for all or part of the 30 minutes between 3.30pm and 5.30pm. Should a child remain uncollected from the late room, our Policy for Uncollected Children would come into operation.

Absence

Children are not expected to be absent from school, except through illness or for compassionate reasons, unless the Head's permission is obtained no less than three days in advance. Where planned absence takes place, a request form (available from the school office) must be completed by a parent and returned to the Head for authorisation. Leave of absence is normally given for educational purposes only. Parents are asked to ensure that family holidays are arranged during the school holiday periods. It is not school policy to authorise absence for holidays in term time.

Illness

If your child is unable to come to school due to illness, please telephone or email the school as soon as possible, ideally before 8.30am. Please leave a message on the answerphone if a member of staff is unable to answer.

Children should not be sent to school if they appear to be genuinely unwell, as they may be unable to cope with the normal activities of the day. In order to reduce the spread of infection, they should not return to school until they are fully recovered. Children who have suffered an attack of vomiting or diarrhoea must not return to school until they have been clear for 48 hours (i.e. two full school days). We would also ask that parents do not send a child to school when they are suffering from contagious conditions, such as conjunctivitis and impetigo, until they have consulted their doctor and the appropriate action has been taken.

Timetable

In the Nursery class, the week is divided into 10 sessions (two per day, morning and afternoon) and we offer a flexible programme through the week. Some children join us for a small number of sessions initially and then take on more sessions as they become more confident. Some are ready to stay for a full day right from the outset. By talking with staff on a daily basis, parents can see how their child is responding and we can then vary their time at school accordingly.

All other classes have four lessons per day with three breaks in between and a daily assembly. English and mathematics learning usually takes place in the morning with a broader curriculum in the afternoons. The timings of the school day are as follows:

8am onwards	Early Birds for pre-booked children
8.30am	Doors open: children go directly to class
8.50-9am	Registration
9-10.20am	Lesson 1
10.20-10.40am	Assembly in the hall
10.40-11am	Morning play and snack time
11am-12pm	Lesson 2
12pm-1.10pm	Lunch in the hall and playtime
1.10-2.15pm	Lesson 3
2.15-2.30pm	Afternoon play
2.30-3.30pm	Lesson 4
3.30pm	Collection time/clubs begin
5.30pm	School closes

School lunches

High-quality, nutritious lunches are provided by the long established catering team at Exeter School, Sodexo. These feature well-balanced, varied menus, specifically designed for younger children. We recognise the need to educate and encourage children to eat sensibly. It is therefore the policy of the school that all children take school lunches and eat together in the hall.

Our aim is for children to enjoy a sociable and relaxed, family-style hot meal alongside staff. Correct table manners are explicitly taught and conversations focused on a daily theme are encouraged. Only in exceptional circumstances, and usually this will require medical confirmation, may school lunches not be taken. Lunches are charged termly in advance at £3.60 per day.

Please contact Mr Graeme Swan (Catering Manager, catering@exeterschool.org.uk) to discuss any specific dietary requirements that your child may have.

Refreshments

We encourage children to drink water throughout the day. Please provide a clearly named water bottle (containing only

water) which can be refilled at any time. Children will also need a healthy snack for morning break (preferably fruit or vegetable – sweets, chocolate, crisps and the like are not allowed, in accordance with NHS guidelines). Please note that we are a nut-free school. Children are welcome to bring in individual cakes or cut-up tray bakes on special occasions such as birthdays, but please ensure these are nut-free.

Early Birds

Early Birds takes place between 8-8.30am in the Nursery classroom. Please register your intention to use this facility in advance by contacting the school office, as the club will only start at 8am for pre-booked children. If you would like to provide a breakfast snack, please feel free to do so. Early Birds is charged at £2.85 per 30 minutes.

After school care

If you wish to use the after-school care facility (known as Late Room) for your child, please notify the school office. It would be helpful to us when planning staffing if this was done by the end of the previous school day. However, we understand that parents may occasionally be unavoidably delayed at short notice; in this instance, please telephone the school and we will ensure your child is booked in.

Please ensure your child has a healthy snack as we are unable to provide food after school.

Late Room is usually located in the Nursery area and charged at £2.85 per 30 minutes. Charges are added to your termly bill. Please note that there is an additional flat fee of £10.00 for any child who remains at school up to 15 minutes after the designated closing time of 5.30pm and a further £10.00 for any child remaining in school after 5.45pm.

STAFF AND GOVERNORS

Governors

Mrs Helen Clark
Chair

Mrs Claire Baillie
EYFS Governor

Exeter School Staff

Ms Louise Simpson BSc
Head

Mrs Saskia van Schalkwyk BA
Head, Junior School

Mr Miles MacEacharn, BSc FCCA
Bursar

Mrs Liz Williams CIM
Director of Admissions and Marketing

Mrs Alex Irons
Admissions Manager

Mr Craig Stewart
Operations Bursar

Visiting Specialist Teachers

Mr Cameron Dutch BA QTS – PE/Sport Teacher
Mr Jonny Titchin BMus PGCE – Music Teacher

Exeter Pre-Prep School Staff

Head

Mr Daniel Ayling MA (Cantab) PGCE NPQH MCCT

Nursery (Ages 3-4)

Mrs Maddie Dray DipEY (Level 5)
Nursery Leader

Mrs Chloe Wannell DipEY NVQ (Level 3)
Early Years Practitioner

Reception (Ages 4-5)

Mrs Kate Rickard BEd (Hons) QTS
Class Teacher (Monday-Thursday)

Mrs Caroline Smyth BEd (Hons)
Class Teacher (Friday) and Forest School Leader

Ms Lori Adams BA (Hons) QTS
Lead Teaching Assistant

Year 1 (Ages 5-6)

Mrs Annabel Lawrence-Jones BA (Hons) QTS
Head of Pastoral Care and Class Teacher

Mrs Lisa Thomas-Jenkins BTEC Cert (Level 3)
Teaching Assistant (Monday-Tuesday)

Mrs Carolyn Tyler
Teaching Assistant (Wednesday-Friday)

Year 2 (Ages 6-7)

Ms Elizabeth Richards BA (Hons) PGCE ATCL
Deputy Head and Class Teacher (Monday-Thursday)

Mrs Debbie Goodwill BA (Hons) PGCE
Class Teacher (Thursday-Friday)

Mrs Rebecca Titchin CACHE Dip (Level 3)
Teaching Assistant

Minibus Driver and General Assistant

Mr Stephen Heath NVQ (Level 3)

School Administrator

Ms Andrea Jellard NVQ (Level 3)

Lunchtime Assistant

Miss Samantha Moore

School Therapy Dog

Ruffles (Bichon Frisé)

PASTORAL CARE INFORMATION

We believe that children learn best when they are happy, so we aim to provide a happy, familial atmosphere where children learn and play harmoniously in a secure and caring environment.

The class teachers naturally have overall responsibility for the pastoral care and wellbeing of each child in their class; should you have any concerns or worries, they should be your first port of call. However, every member of staff will get to know and be available for all of the children at any time.

We have high expectations of good manners and behaviour at Exeter Pre-Prep School and we pride ourselves on our strong local reputation. We strive to maintain a positive approach to behaviour management with an emphasis on praise and encouragement. Children's efforts, both academic and behavioural, are recognised and rewarded constantly, for example in our weekly celebration assemblies. Kindness and respect for one another are continually encouraged and key moral values, such as tolerance, honesty, reliability, perseverance and mutual support, are taught and explored in both our curriculum and day-to-day interactions.

Prevention of bullying

We expect the children to display tolerance and kindness in their daily interactions. Unkind actions or remarks, along with bullying of any kind, are not tolerated. Teachers spend a great deal of time listening and talking with the children, often in the form of a 'circle time' session in class. Children are encouraged to praise each other, to listen, to take turns and to be generally caring towards others. We believe this contributes to each child's increasing confidence and positive self-image.

All staff at Exeter Pre-Prep treat concerns about bullying very seriously indeed. We have a clear anti-bullying policy which is available for any parent to read on request (or on the school website). As always, the earlier we are informed of any concerns, the easier they are to deal with, so please do not hesitate to get in touch with us.

School rules

We have five simple playtime rules:

- We are kind
- We are gentle
- We listen to adults
- We are honest
- We look after property

Although the following are not established as 'rules' in the traditional sense, we aim to encourage the children to:

- Greet staff with "Good morning, (name)" on arrival and to say "Good afternoon, (name)" to their teacher on leaving at the end of the day. This is accepted as the official hand-over

of responsibility from school to parent.

- Stand aside when meeting an adult in the corridor or say "Excuse me" when walking between adults.
- Be ready to open a door for others and perhaps even say "After you".
- Move carefully and with consideration around the school.
- Talk with quiet voices in communal areas, such as corridors, cloakrooms and toilets, in consideration of others who are continuing to learn.
- Take turns to speak, both to adults and other children.
- Remember correct table manners at lunchtime, including holding cutlery correctly.
- Flush the toilet after use and wash their hands.

Child protection and safeguarding

All teaching and support staff are trained regularly (as directed by the government) in child protection and safeguarding and are familiar with the procedures to be followed in the event of an actual or alleged case of child abuse. The Safeguarding (Child Protection) Policy is available on the school website. Mr Ayling is the Designated Safeguarding Lead and Mrs Lawrence-Jones is the Deputy Designated Safeguarding Lead.

Equal opportunities

We believe that every person has the same rights and is entitled to the same opportunities, regardless of age, gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

Exeter Pre-Prep School does not discriminate on the grounds of gender, disability, age, sexual orientation, marital status or racial, ethnic or national origin. We expect everyone involved with Exeter Pre-Prep School to:

- respect and promote equal opportunities for all people
- encourage harmony and understanding in society
- recognise and oppose all forms of prejudice and discrimination
- remove both outward and hidden discrimination
- enable differences to become positive and enriching attributes
- develop each person's skills to the highest possible level
- promote an environment where all can share equally in the opportunities offered
- help pupils to learn acceptance and tolerance
- enable pupils to communicate confidently without fear or prejudice

Any member of the school (staff or pupil) who is found to discriminate or favour any other, based on any group to which they may be perceived to belong, may be disciplined for their actions.

CURRICULUM

The Exeter Pre-Prep School curriculum encompasses the Early Years Foundation Stage Framework for children in Nursery and Reception. In Years 1 and 2, the curriculum is based on, but not restricted to, the national curriculum for Key Stage 1.

The Early Years Foundation Stage (EYFS)

The EYFS Profile summarises and describes children's attainment at the end of EYFS. It is based on ongoing observation and assessment in the three prime areas and four specific areas of learning, and the three characteristics of learning, set out below:

The prime areas of learning

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

The specific areas of learning

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

The characteristics of learning

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

A completed EYFS profile consists of 20 items of information; the attainment of each child is assessed in relation to the 17 early learning goals (ELG). Assessments will be based primarily on observation of daily activities. For each ELG, staff must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

The completed assessment is known as the Early Years Foundation Stage Profile, details of which will be sent home with the child's report towards the end of the summer term. Outcomes of these assessments are also used to inform the next teacher who will use the information to assist their Year 1 planning.

Further information about the EYFS is available at: www.gov.uk/early-years-foundation-stage.

English

We aim to enthuse and inspire all children, whilst instilling a life-long love of reading. Children experience a range of high-quality fiction, non-fiction and poetry throughout the year. With lively, interactive teaching, we aim to produce confident, literate communicators who enjoy using their creativity and vocabulary. Regular and effective literacy teaching introduces



children to new skills and to new ways of learning. Pupils learn to compose stories and gain an understanding of language. We encourage pupils to achieve confident literacy and maintain their inspiration through reading, classroom discussion and role play.

Phonics and reading

The ritual of reading daily with a member of staff and also with a parent plays a critically important role in each child's experience. The contribution of adults in and out of school has a significant impact on their early education and nowhere is this more evident than in their development as a reader. We are unashamedly passionate about reading and the children who leave us at the end of Year 2 read with great confidence and enthusiasm.

All children are heard to read individually or in a small group every day in order to help them develop effective strategies and to monitor their progress. The children read from a range of schemes and free readers. There is a good selection of reading material available across the school. The main reading scheme in the early years is Oxford Reading Tree and we use the Twinkl Phonics programme supported by Jolly Phonics resources to teach phonics.

The teacher will record comments in the child's reading diary each day. For further practice, which is essential, the reading book is sent home and it is hoped that you will be able to

hear your child read aloud on a daily basis. Please add your comments to the diary and sign each day; your feedback is most helpful in ensuring that we achieve the best reading experience for your child.

Writing

In regular handwriting lessons, children use handwriting patterns to establish rhythm and control in writing, using comfortable and efficient pencil grip. They will practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion. Teachers provide additional support for children whose fine motor skills are slow to develop, to avoid the consequence of them becoming frustrated with this aspect of writing.

Mathematics

A practical approach creates an understanding of concepts on which all future study is based. Right from the start, the emphasis with mathematics teaching is to ensure early skills are achieved through practical, fun-filled activities; only then can children at such early stages of their education begin to conceptualise those mathematical 'building blocks.' Every child will develop at his or her own pace. Our goal is to bring mathematics to life and all activities are selected to challenge, stimulate and satiate each child's natural quest for learning. We believe it is important that children are given a broader view of mathematics and that they are taught how to apply their knowledge and skills to real life problems and investigations. Hence, they are provided with opportunities to practise and apply their learning in a variety of practical ways, using different approaches and developing strategies to solve problems. Our mathematics curriculum is matched to the needs and ability of each child and children are assessed continually.

Science

Science is largely 'hands on' and investigations are the basis for all topic work. Science is about teamwork, communication, patience, creativity, research and presentation. It is about having the knowledge, understanding and confidence to make decisions about what you do in life. In our lessons, there is an overriding emphasis on enquiry, engagement and enjoyment. Along with an acquisition of knowledge, we aim to develop the skills necessary to apply that knowledge to real life situations.

Computing

Our children live in a rapidly changing age where technology is an important part of everyday life. Our aim is to provide a positive and meaningful learning experience for each child and a degree of confidence and competence in using and applying simple IT skills. Every child across the school has access to an interactive whiteboard, programmable robotic devices and iPads. Teaching is provided in class to complement cross-curricular activities.

History

History gives children the opportunity to develop an awareness of the past in ways which are different to the present. They are helped to set their study of the past in a chronological framework and to understand some of the ways in which we find out about the past. Initially the children are taught about everyday life. They move on from familiar situations to those in the more distant past. The children also research some topics using information taken from the internet, linking computing and humanities to a greater degree. The aim is to stimulate pupils' interest in the past, examine developments in other countries, foster a sense of identity and assess key historical decisions and judgments. History studies are complemented by school outings where possible.

Geography

Geography takes a lively and thought-provoking look at the world's natural and man-made environment. This gives children a chance to develop a sense of place as well as knowledge about the world. Topics range from domestic to global issues with emphasis on pupils' understanding of the world around them and the impact of humans on the environment. They are encouraged to use a process that involves posing questions, making observations, collecting and classifying data, interpreting, explaining, communicating and evaluating information from their studies.

Religious education

Religious education enables children to gain an insight into Christianity and other world religions. Christianity is taught through bible stories, assemblies and visits by the Chaplain at Exeter School and the local clergy. We aim for the children to become reflective and feel that they can safely ask thought-provoking questions, as well as learning respect for, and understanding of, all religions. We celebrate key festivals, such as Christmas, Easter and Chinese New Year.

Personal, social, health and economic education (PSHE)

PSHE aims to give children the knowledge, skills and understanding needed to lead confident, healthy and independent lives and to become informed, active and responsible citizens. We openly discuss social and moral dilemmas, the consequences of right and wrong behaviour and other issues which may emerge in the life of the school. PSHE is taught through literacy and other subjects, as well as being a weekly timetabled lesson. Morning assemblies are also used to reinforce school rules and polite conduct. We have a weekly Head's celebration assembly where children are given badges and awards for effort, kindness, good manners and achievement. This helps to develop self-confidence and positive self-esteem. Regular individual target setting allows our children to recognise their strengths and weaknesses and make simple choices. Children sit together, often in circle time, to discuss their thoughts and feelings and share responsibilities in a respectful atmosphere.



Physical education

PE at Exeter Pre-Prep School is about developing a child's whole-body management and enabling the child to feel happy, secure, and confident in their own space and the environment around them. We aim to explore, encourage, and extend each child's natural physical abilities and health related knowledge, to meet the challenges which lie ahead in life in general. We aim to achieve a balance between aesthetic and practical, individual, partner and team work, to give each child a sound and broad base from which to achieve success and fulfilment in sports and leisure activities throughout life. In gymnastics, the children learn to extend their range of movement and use their bodies imaginatively and safely in a given space and on small and large apparatus. Dance encourages movement, imagination and interpretation and is enjoyed throughout the school. The children are gradually introduced to all the major games through being taught ball handling, aiming and passing skills, moving and dodging, until eventually they can move on from small game situations to the game proper. From Reception, children will be introduced to swimming at Exeter School on Friday mornings, with classes taking part on a termly rotation. A whole school sports day also takes place each year.

Art and design technology

We aim to provide the children with as wide a range of artistic and creative experiences as possible. Opportunities such as drawing, painting, pattern making, modelling and many

other creative activities are available to them throughout the year. They develop the ability and confidence to work with a wide variety of materials and techniques. We believe that they are never too young to know a Monet from a Mondrian, and they are introduced to strategies for making judgements and responding appropriately to both their own work and the work of others, including their peers. Our children have the opportunity to explore, experiment and create and, in the process, they have lots of fun!

Forest School

The philosophy of Forest School is to encourage and inspire individuals of any age through positive, hands-on outdoor learning experiences. Children at Exeter Pre-Prep School love our Forest School curriculum which helps to build confidence, sensitivity, resilience and curiosity, and is a forum for cross-curricular activities discreetly integrated into the outdoor environment. Weekly sessions are led by our qualified Forest School leader, Mrs Smyth.

Music

While children in the Early Years enjoy music, movement and rhyme time sessions, Years 1 and 2 enjoy weekly music lessons as part of the curriculum, taught by Mr Titchin, Music Co-ordinator at Exeter Junior School. Whole school performances take place throughout the year and we take every opportunity to include every single child in the school. Individual instrumental lessons are also available for interested pupils by request, usually from Reception.



French

Every class from Reception to Year 2 enjoys a weekly French lesson as part of the curriculum, taught by Ms Richards. As is appropriate for young children, French is taught through songs, games and gestures. This teaching method engages all children and provides an opportunity for them to respond to the teacher and each other in short bursts of authentic language.

Wellbeing

From Reception, each class has a weekly session dedicated to wellbeing, taught by Mrs Lawrence-Jones. The children explore a range of activities related to mental and physical health and wellbeing, including yoga, mindfulness and meditation.

Assessment

Children are assessed at regular intervals throughout the year and their progress is continually monitored and tracked during their time with us. Our aim as a school is to keep you fully informed about your child's progress. If we have any concerns about your child, then you will be contacted by the class teacher and a meeting will be arranged to discuss strategies for improvement. Often some simple additional support at home and in school is all that is needed.

Pupils in Years 1 and 2 undertake internal assessments during the school year which are very low key. Neither parents nor

pupils are told when they are happening as we do not believe in children of this age becoming anxious or feeling pressurised in any way. Assessments usually confirm the teachers' judgement of pupils' attainment and results will be shared during parents' evenings. Naturally, scores are not discussed with the children at any point.

Parent consultations and reports

All parents are invited into school each year to meet with their child's teacher on an appointment basis. Parents can also request for meetings to be held online if this is preferable. Appointments are arranged at 10-minute intervals and we ask that parents respect the allocated time allowance, so that other parents are not kept waiting. Should further time be required, please ask your child's teacher and this can be arranged for an occasion where there are fewer time pressures.

Meetings usually take place in November and May, with a termly review being published in the autumn and spring terms followed by a detailed written report at the end of the academic year. The exception to this is when a child has been with us for less than a term. In this case, a parent consultation will be arranged in the summer term instead.

Meeting with parents of new pupils

Parents naturally want to become involved with their child's education and we actively encourage parental support with reading right from the outset. In order to guide parents with

supporting the child's learning at home, we feel it is most valuable to arrange an early meeting with parents of children who are new to us. These meetings would take the form of a one-to-one consultation between the parents and the teacher and would be arranged within the first few weeks of the child having joined Exeter Pre-Prep School. This provides the perfect opportunity for parents to ask any general questions which may have arisen in the first few weeks, while also allowing the teacher to share any initial observations regarding the needs of new pupils. If, as a new parent, you would like to meet earlier than this, please make contact with your child's teacher and a meeting will be organised at a mutually convenient time.

Moving on from Exeter Pre-Prep

Most of our children will continue to Exeter Junior School. The children will be well prepared for their entrance assessment which takes place in their classroom in early February. The children will complete a range of assessments, including some which will achieve a specific standardised score, such as in reading and mathematics. At Exeter Pre-Prep, we also use standardised scores to help monitor progress in the final two years; this helps us in our discussions with parents about the next stage of the child's academic career.

Homework

As a general rule, we do not set formal homework until Year 1, as the children work very hard during the school day. This will be a consolidation of the skills that your child has learnt that week. This homework is not compulsory.

We appreciate your involvement in hearing your child read a few pages from his or her reading book each evening. This should be an enjoyable activity for both parent and child after a busy school day. Books sent home are usually well within the child's capability; learning to read is done at school when children are fresh. A reading/communication diary is provided for home/school liaison; this is checked daily by the class teacher or teaching assistant. Reading games/activities may be sent home occasionally in addition to, or in place of, a reading book. School book bags are available to buy from our uniform supplier.

Children in Years 1 and 2 have a weekly list of spellings to learn and we would appreciate your help with these, using the "look, say, cover, write, check" method, unless any other strategy is advised by staff for specific children. In Year 2, times tables will also benefit from gentle reinforcement at home and Year 2 children may also be asked to carry out some topic linked investigations.

Any child who needs extra help in any particular subject may be asked to complete an occasional task at home following discussions with parents. We believe praise and encouragement of your child's work from both parents and teachers are the keystones to success.

Special educational needs and disabilities

All children are encouraged to reach their full potential. Our paramount concern is that every child is happy, maintains



their self-esteem and makes very significant progress. Should there be concerns regarding a child's development, discussions will take place between the class teacher and the Special Educational Needs and Disabilities Coordinator (SENDCo) when appropriate, to discuss the best way forward for the child.

The SENDCo at Exeter Pre-Prep School is Mrs Annabel Lawrence-Jones. The school does not employ or engage staff to cater for children with specific learning difficulties. If other needs develop, the child's class teacher will provide as much support as possible, but it may be recommended that the child transfers to a school where more specialist support can be provided.

Extra-curricular clubs

We offer a wide range of extra-curricular activities and clubs, including drama, tennis, football and individual music lessons. Charges are payable to external providers. After school clubs do not usually begin until the second week of the autumn term. Full details will be published at the beginning of the autumn term and at the end of the preceding term from then on. Please note that all clubs require a full term's written notice of cancellation, which runs from the beginning of each term.

UNIFORM

The school uniform is available from our outfitters, Thomas Moore, based in Fore Street, Exeter. We would be most grateful if all items of clothing could be clearly marked with the child's name, preferably with a woven name tape sewn into the clothes. Although some items of clothing have space for the name to be written on, this has a tendency to fade, so a sewn label is preferred. Reasonably priced name tape can be ordered from Namemark. For shoes and plimsolls, self-adhesive labels are obtainable from Clarks shoe shops or again from Namemark.

We are very proud of our local reputation and wearing the full uniform is an important part of our school identity. Please adhere to the full requirements laid out in the list as this all helps to create a sense of belonging and establishes the high standards we wish to maintain.

The wearing of jewellery is discouraged but children with pierced ears may wear plain studs. Sensible watches are permitted as these help children to learn to tell the time. Smart watches are not allowed. Please could children with long hair keep it tied back to sit neatly off the face.

PE and Forest School kit

A full timetable showing which days your child has PE will be sent home on the first day of term. It would be helpful if all children could arrive at school in their PE kits on the days they have PE.

Forest School sessions for all classes take place weekly. Children are required to have wellington boots and a warm coat for these sessions. All-in-one wet suits with hoods are provided for children in Nursery and Reception. Children in Years 1 and 2 may wear their own waterproofs or old clothes or PE kit, as long as arms and legs are fully covered for safety reasons.

Uniform list

Exeter Pre-Prep School uniform can be purchased from Thomas Moore: 102/104 Fore Street, Exeter, Devon EX4 3JB. Email www.thomasmooretoymaster.co.uk or call 01392 255711.

All items marked with an * are available from Thomas Moore, with the exception of the new Exeter School tie, which is optional and can be purchased through the school office. Other items may be purchased from Thomas Moore or other high street retailers.

Boys

Blazer* Navy
Blazer badge*
Pullover* Red with logo
Shirt White
Trousers or shorts Mid grey
Socks Grey
Shoes Black
Coat Plain navy (optional)

PE

Polo shirt White
Shorts Navy
White socks
Sweatshirt* Navy with logo
Jogging trousers Navy
Trainers or plimsolls

Girls

Blazer* Navy
Blazer badge*
Pullover* Red with logo
Blouse White
Skirt or pinafore or trousers or shorts Mid grey
Socks Grey or navy
Socks White in the summer term
Summer dress (navy check)
Tights Grey or navy
Shoes Black
Coat Plain navy (optional)

PE

Polo shirt White
Shorts Navy
White socks
Sweatshirt* Navy with logo
Jogging trousers Navy
Trainers or plimsolls
Accessories
Name labels (please label all items)
Water bottle
Navy or black hair ties (optional)
School rucksack (optional)
School book bag (optional)

FINANCE

Fees

Fees for the academic year 2024-25 can be found on the school website at www.exeterschool.org.uk/admissions/fees-tcs

Notice

As set out in the school's Terms and Conditions, one full term's notice in writing is required before the withdrawal of a pupil from the school, otherwise a full term's fees in lieu of notice will be due.

Payment

Fees may be paid by direct transfer into the school's Lloyds bank account. The account number is 72090968 and the sort code 30-80-37. The parent code, shown on the bill as a number, or your child's name must be quoted as the reference for this payment.

We do not have the facility to accept card payments.

Personal accident and dental insurance

This covers serious injury of a lasting nature occurring during term time or holidays as well as dental treatment arising as a result of a dental accident or emergency. This is included in the termly fees.

Personal effects

The school stresses the need to ensure that the pupil's personal clothing and property (which should also be clearly marked with the pupil's name) are covered by family insurance. The school's own policy protects parents only where negligence can be claimed (e.g. watch lost having been handed to a member of staff for safe custody). It is particularly important to cover for lost/stolen bicycles, musical instruments, mobile phones and the like.



OTHER MATTERS

Policies and provision of information

In order to meet the regulatory requirements as outlined in the Independent School Standards, Exeter Pre-Prep School must let parents and prospective parents know how to access certain key items on information and policies.

Some of the following information can be found on the school website. Alternatively, it can be forwarded upon request or made available at the school.

- Child Protection and Safeguarding Policy
- A statement of the school's ethos and aims
- Admissions Policy
- Behaviour Policy
- Learning Support (SEND) Policy
- Curriculum Policy
- Anti-Bullying Policy
- Health and Safety Policy
- First Aid Policy
- Complaints procedure (including the number of complaints registered under the formal procedure during the preceding year)
- A copy of the school's inspection report



Please note that all information contained in this handbook (unless otherwise specified) applies equally to parents of children in the Early Years Foundation Stage (Nursery and Reception) as it does to those with children in Key Stage 1 (Years 1 and 2).

Medication

There are times when children require simple medication during a school day and are otherwise happy to be in school. Unfortunately, we are unable to administer medication such as Calpol. However, we can usually administer prescribed medicines as directed and would ask you to discuss the matter directly with the school office. Unfortunately, medication cannot be given by a member of staff unless the correct procedure is followed. The school office keeps the relevant forms and the medication will be stored in a small fridge, ready for collection by the parent at the end of the day.

Common medical issues

Outbreaks of head lice are common in all schools. It would be a great help if you were able to check your child's hair regularly and inform your child's class teacher if you find any head lice. If a member of staff notices a child with head lice or conjunctivitis, the parents will be telephoned and asked to take the child home for the condition to be treated. Your child should remain at home until the problem has been remedied.

First aid and head bumps

If your child receives any first aid throughout the day, you will be given a slip at the end of the day/session with details. Please note that it is our policy to telephone parents to inform them of all head bumps, however small. We will also provide a written head bump slip at the end of the day/session. These slips may be scanned and emailed to you if a member of staff is unable to see you in person.

HOME-SCHOOL COMMUNICATION

Daily Contact

All parents are most welcome to come into school. If a parent needs to see a teacher briefly, then the morning is a good opportunity for a quick word. If a longer conversation is needed, then the afternoon collection time is better, as there is naturally more time available. Appointments can be requested for more detailed discussions. If you require a confidential conversation away from the classroom setting, this can easily be arranged.

Parents are also welcome to email staff. We aim to respond within one working day. Please do not expect a reply outside working hours.

Parents may also use the reading diary to communicate with staff if you are not able to come into school. Staff may also make a non-reading comment in the diary in order to pass on a message to a parent they may not see at the end of the day.

Requesting a meeting at other times

Parents are most welcome to meet with staff if they have any concerns along the way. As previously mentioned, it can be difficult to have lengthy conversations in the morning or even after school, but appointments can be organised to suit everybody's needs. Please do not hesitate to get in touch with us if there is anything you wish to discuss. It is always preferable to deal with issues promptly where possible. Staff may also request a meeting with parents from time to time. A place for a confidential discussion can be made available.

Expectations of conduct

We foster a calm, gentle and familial atmosphere in the school, marked by mutual respect between adults and, of course, between adults and children. There may be rare occasions when a parent feels particularly strongly about an issue, but we would ask you to respect our professional role and always remain polite and courteous when addressing a member of staff, whatever the circumstances, as is appropriate when we are acting as role models for our children.

Complaints

We want to get things right for our parents and children, and we can only help solve a problem if we are made aware of it. While some complaints can normally be dealt with on an informal basis, by requesting a meeting with the class teacher or the Head, there is a clear procedure for parents to follow should a formal complaint be raised. This is laid out in our policy statement, which is available for all parents to read on the school website. For Early Years Foundation Stage pupils,

any record of complaint will be kept for three years. In line with government requirements, we publish on our website details regarding numbers of formal complaints.

Data collections

It is school policy to hold on file certain information regarding children in the form of data collections. This information includes any special requirements for the child, emergency contact details and parental permissions. These data collections will be renewed annually but we would appreciate parents informing us immediately if there is any change in circumstances, such as a house move or medical condition. Where appropriate an individual care plan will be created for your child in consultation with you.

Social arrangements

Children often go to play with friends after school. If another adult is to collect your child from school, please ensure that the class teacher is informed so that they can make a note of this. You may be asked to supply a password. With regard to birthdays, we recognise that such days are a great event in a child's life but in the interest of sensitivity to your child's feelings, we would ask you to distribute party invitations out of school (i.e. not on the playground or the classroom) unless all of the children in the class have been invited.

Mobile phones and cameras

Please note that use of personal mobile phones and cameras is not permitted anywhere inside the school building, in accordance with our safeguarding policy. Staff only use devices issued and monitored by the school around the children. Please do not be offended if staff politely remind you to put your mobile phone away – this is an expectation as part of our safeguarding practice. Children are not permitted to wear smart watches to school.

And finally...

Enjoy this special time with your children. Childhood is a magical time and passes very quickly. Exeter Pre-Prep School is a unique and special place to be. It is a happy, busy school filled with friendly, caring people. We are sure that your children will have a wonderful time here and we look forward to sharing this important journey with you.



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