



What matters to us

Pre-primary school

'You can never make a greater impression on people than when they are in their early childhood years'. – Unknown

The uniqueness of your child: Our teachers develop a personal relationship with learners. We mould them into their own unique shape, rather than shape all the children into a one-size-fits-all cast.

A holistic approach to education: We focus on the social, emotional, physical, intellectual and spiritual areas of each child's development. This prepares them for a lifetime.

Their individual strengths and weaknesses: Particularly in Grade R, where a school-readiness programme is followed, each child undergoes a search-and-teach screening test early in February, which highlights the child's areas of strength and vulnerability. Individual therapy may be implemented to get the child ready for formal learning. We make use of professional therapists to assess, recommend and, if necessary, remediate any shortfall in the learning process.

How your child assimilates knowledge: We adjust teaching methods to accommodate maximum learning. It's a teacher's job to provide a challenging environment where children can learn through first hand experiences. They may experience difficulties from time to time, but this is the foundation for building coping strategies for greater challenges in life.

Forward-thinking in preparing learners for the 21st-century opportunities: Digital projectors and Wi-Fi are available in each classroom. Grade R learners make use of the Early Simple Machines programme, which prepares them for Robotics studies later on.

Outdoor play: The gross motor development equipment consists of a large sandpit, an extensive jungle gym, swings, various balancing and climbing apparatus, a cycle track, a mud kitchen, a painting wall and vertical chalkboards, a ball court, sensory texture trays and water trays. This outdoor learning area is aimed at developing and refining the coordination of a child's large muscles.

Fantasy play: Exploration and experimentation leads to curious and confident children. The enjoyment of daily, free play indoors and outdoors leads to real learning, as children are encouraged to learn through a natural process of trial and error. Dressing up and taking on different roles develops a child's verbal and listening skills, imagination and enhances the mastering of essential life skills, such as negotiation, compromise, teamwork, patience, tolerance.

Gross motor coordination: The Learn to Swim programme is taught by external coaches – twice a week during the first and fourth term – in the large school pool. This programme enables children to become water-safe and learn the correct swimming techniques and strokes from an early start in their lives. The developmental programme, also taught by external coaches, takes place during the second and third terms. The cost of these programmes is included in the school fees.

Fine motor coordination: In addition to informal activities, structured activities are implemented, homing in on refining small muscle movements. Creative tasks cover the entire range of fine motor skills. They take place

on a daily basis, where pupils are able to express themselves in an individual manner. Classrooms are always colourfully decorated with each pupil's creations!

Cognitive development: A variety of educational equipment (fiction and non-fiction books, puzzles, educational games, construction kits, technology etc) and activities are available to enhance and extend each learner's intellectual potential.

Transition to the primary school: The Grade R learners are included in primary school assemblies, inter-house gala and inter-house athletics, to familiarise them with the next phase of their schooling. The Grade R teachers, in particular, work closely with the Grade 1 teachers, so as to ensure a smooth transition from pre-primary to formal schooling in the foundation phase. This informal integration makes for an easy adjustment to 'big school' and the learners are able to move confidently into the next phase of their education.

Reporting on a child's progress: Formal parent-teacher discussions take place in March and September, while two formal typed reports are issued electronically in June and December. We have an open door policy where a parent is free to raise any issue with a teacher or phase head, provided that an appointment is made prior to the meeting.