



St. Andrew's C of E (VA) Primary School

Foundation Curriculum Statement

“I have come that they may have life, and have it to the full. John 10:10”

Intent

At St. Andrew's C of E Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and foster a deep love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be curious, motivated and excited about attending school, confident and independent, to believe in themselves and interact positively with others and this is encouraged through encouragement and high expectations.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. We encourage children to recognise their own strengths and achievements and aid them develop confidence to work towards personal goals.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

At St. Andrew's C of E Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play. Our learning environment is adaptable in order to reflect children's interests and progression.

The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play and British values and the school's values are actively encouraged.

The curriculum is taught using the children's interests as a starting point. We aim to provide stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. These areas of learning are supported by quality key texts. These are chosen carefully to encourage children's

speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted depending on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.

Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact

Our curriculum and its delivery ensure that children, from their own starting points, make good progress. We endeavour for the children to make good progress towards the national expectation for a good level of development at the end of the year. Children also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and depth of understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. These outcomes are visible in their learning journeys.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.