

# St. Andrew's Early Years Intent, Implementation and Impact

## Intent

“No job is more important than working with children in the Early Years”  
(Development matters September 2020)

At St. Andrew's school we believe in providing a secure foundation for future learning, our Early Years curriculum encourages all children to grow into confident, happy, independent children, who have been nurtured by adults to develop necessary skills, knowledge and attitudes to achieve fulfilling lives.

We aim to support children in developing interpersonal skills, building resilience and to become creative thinkers. We provide a fun, secure, challenging and rich educational environment that enables each individual to reach their potential. Reception and Nursery work closely with each other to ensure continuity and consistency between the foundation stage.

Our Mission statement 'To live, love and learn together as Witnesses for Christ.' is at the heart of everything we do.

## Implementation

At St Andrew's the Early Years Foundation Stage celebrates our curriculum which is designed to meet the individual needs of our children, by exposing them to a variety of opportunities and expanding on their skills and knowledge, giving them a secure foundation to grow and love learning.

### **The Early Years curriculum is made up of 3 prime areas:**

Personal, social and emotional development

Communication and Language.

Physical development.

### **As well as the 4 specific areas:**

Literacy

Mathematics

Understanding the world

Expressive arts and design

Staff have carefully designed a curriculum that is adaptable to meet the needs and interests of our individual cohorts. Children are exposed to highly focussed learning outcomes in a play based approach to learning, allowing them the chance to play

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and explore, actively learn and create and think critically. Children's own interests are used by the adults to engage the children in higher level thinking and deeper learning. Child initiated learning is valued and encouraged.

By skilfully observing and play partnering, staff are able to adapt teaching and move learning forward successfully for each individual. We aim to develop language and communication skills for all, promoting the acquisition of new vocabulary and encouraging our children to become good listeners, speakers and to be inquisitive and curious when asking about the world around them. Staff enjoy the beauty of sitting with a child and listening to them, taking the time to have conversations with them, showing interest in what they are doing and being responsive to their needs. We never undervalue how lucky we are to enjoy this time with the children. Staff value each individual child, building a relationship with them which nurtures and encourages, noting how children learn so that we can plan activities that will motivate and engage each individual.

Working in partnership with parents and carers is vital, we aim for a strong and respectful partnership. We are a team, sharing progress regularly with parents and vice versa. Celebrating their child's successes and supporting them when children may need a little bit more help. Just as we make time for the children to talk to us, we must also do this with our parents. They know their children better than anyone else and so their contributions are invaluable. We will work together to encourage all parents to chat to their children and talk about their day, sharing stories and singing songs at home that they have learnt with us.

## Impact

We want every child to enjoy their learning, to be engaged, to participate eagerly and enthusiastically. The children will be independent, self-motivated and curious about the world around them. They will show resilience and perseverance when things don't go to plan. They will be able to manage feelings of frustration and know that their feelings can have an impact on those around them.

From each of their own starting points, we expect and challenge all children, even those at risk of disadvantage, to make excellent progress academically and socially to give them the best foundations to prepare them for lifelong learning.