



St Peter's Academy

Early Years Foundation Stage

Statement

Intent

At St Peter's, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon. We believe that the early days of learning are the ones that should be full of awe, wonder and curiosity. Where exploring, imagining and constructing are openly encouraged and where staff actively model and lead children on the crucial first stage of their learning journey. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each year by looking at the individual needs of our children; taking into account their different starting points to carefully develop our EYFS curriculum which enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

Implementation

In the Early Years, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2021 by the DFE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. These are:

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The teaching of these areas of learning is practical with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS curriculum are the “Characteristics of Effective Learning”. At St Peter’s, we strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year through a range of topics, which are designed with their interests in mind.

We have created a stimulating and exciting learning environment, both inside and outside that is also adapted regularly to meet the different and developing needs of the children. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge. We recognise children’s interests and prior learning before planning learning opportunities that will excite and motivate. We endeavour to provide first-hand experiences that make our curriculum purposeful, relevant and fun. Every child is recognised as the unique and wonderful individual they are. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning with adults facilitating as required.

Impact

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against schools locally, within SUAT (Staffordshire University Academy Trust) and nationally. We measure the percentage of pupils achieving a ‘Good Level of Development’ (GLD) by the end of Reception year. We continue to achieve and celebrate standards above national in all areas of learning, including reading, writing, maths and GLD. The impact of our curriculum is also measured by how effectively it helps our pupils develop into well-rounded individuals who carry with them the knowledge, skills, attitudes and a thirst for further knowledge that will make them lifelong learners. We endeavour for pupils to be ready for year one and to have our school values embedded by the time they leave reception, preparing them for their future.