



St Andrew's C. E. Primary School
Grafton Street, Kettering, Northants NN16 9DF

'Where young minds grow and young hearts learn to care'



Peterborough Diocese
Education Trust
ACHIEVING MORE TOGETHER



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St Andrew's Early Years Intent, Implementation and Impact

At St Andrew's our main aims are for the children to be happy, that they grow and develop to the best of their abilities, and that they learn to care for others.

Our curriculum is responsive to the changing needs of the children so opportunities for growth and development are not missed! We strive to help the children develop a love of reading and in turn secure them with a strong and ever developing vocabulary. Stories play an important part in our curriculum because they help to bridge the gaps of knowledge and experiences of the world around them, whilst also developing imagination. Along with stories playing a key role, we also follow the children's interests, which helps to make all learning fun and meaningful for the children. All staff recognise the importance of supporting and extending children's learning through their play, understanding that each child develops at their own rate and in their own way.

Key Areas that we consider at St Andrew's.

Communication and Language (CL) – a high proportion of children attending our school speak English as an additional (EAL) and/or need support to develop their language, listening and speech. We believe our curriculum and environments are language rich and staff work well to support language development by modelling, questioning and guiding children's language through play. We also start Chatterway as soon as we can to support any children that identified with language delays. Talk 4 Writing is taught throughout the school and is an important part of the Early Years curriculum at St Andrew's. It uses a Kinesthetic approach of telling stories through actions and signs which in turn build children's confidence in story language.

Physical Development – many of our children do not access outdoor learning in their home setting and come into Nursery and School with poor gross and fine motor skills. Throughout Nursery and during the Autumn Term in reception the activities are very heavily weighted to help develop these skills. We follow the Little Wandle approach to developing letter formation in Reception with the children learning rhymes and movements.

Personal, Social and Emotional Development – lots of families in our school need support with emotional issues. We work hard to develop strong relationships with our families so they feel secure in working in partnership with us. Home visits play a principal role in this as well as inviting parents into school for workshops and relaxed learning sessions. We also share the children's learning and experiences through Tapestry, which also enables parents to be involved.

Phonics/Maths – The majority of our children arrive into the settings below ARE so we start teaching in these areas as soon as the children are settled and quickly begin interventions where needed.

We believe our children need a learning landscape of neutral, open ended resources that can



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encourage children to lead their learning in their own way. Within the environment, the staff also enhance the provision with provocations to engage and excite the children in their learning. We also carefully consider skills development throughout the environment and stages of development.

Implementation	
Area of Learning	
PSED	<p>Nursery: We develop strong relationships with our parents and children. This usually starts with home visits and continues through daily chats, invites to stay 'n' play and circle-time sessions. We support parents with personal challenges as well as those surrounding their child; signposting them to the right places when we are unable to help.</p> <p>Nursery is set up to promote the children's independence by having a wide variety of resources accessible to them and visual timetables to support them through routines. This independence gives them the opportunity to explore, create and problem-solve; creating confident learners.</p> <p>Our cohort is diverse and we learn about the traditions, celebrations and differences so that we can share them as a class and to learn and respect each other's beliefs and differences; sharing their experiences helps children feel that they are a part of the community.</p> <p>Nursery builds upon children's interests to create an environment that is fun and challenging. This is achieved initially by conversations with parents and then observing and assessing the children. We believe in giving children the opportunities to assess and take risks within their play. This developing the children's confidence in learning from their environment and developing their skills.</p> <p>We model sharing and turn taking with our children at all times and support children when needed.</p> <p>British Values are promoted through our school values; children are encouraged and rewarded for showing these values in their play both at home and nursery. We use stories to teach children about kind hands, feet and words. Together we create a list of consensus ideas of what is kind and use these as we talk to the children</p> <p>Reception: We build strong relationships with the children and families and give extra nurture support to those that need it. We value carpet time sessions at the start and end of each day to be able to 'chat' with the children about their feelings and worries. Each week we include a PSED session in our timetable following the CORAM SCARF Life Education Programme. After lunch, we encourage Yoga or exercise activities so children can resettle their mind after the lunch play. We teach the children about British Values using the schools Values Passport and the Christian Ethos. These values are weaved into school life daily and we celebrate children's successes when children have displayed the values</p>



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	towards others. We follow the children's interests, which makes them feel happy and secure in their learning and school life. We regularly watch and assess children in their play to ensure they are happy and engaged in their learning.
CL	<p>Nursery: We find the vast majority of our children come in with low language skills or have English as a second language. Chatterway helps us to assess where they are and gives us the tools we need to support those below ARE in small groups. We base our environment and learning around books, creating activities and areas of interest that promote the story. We choose our stories for their structure, as the repeated refrains and actions we introduce enable children to join in quickly. We have focus vocabulary that every staff member uses and explores in play with the children and in group times. We use Talk 4 Writing to pictorialise story sequences and use these and story stones to promote children's story telling. We support our children with additional needs by using sign language or PEC books.</p> <p>When engaging with the children staff model and extend language, challenging them with open-ended questions and curiosities.</p> <p>We have daily song time, a stage for the children to practise their singing skills. We have parents in to share singing and story times; giving them ideas of how they can help their children at home and the opportunity to learn our songs. We also explore poems and raps with the children.</p> <p>Reception: We use T4W to help develop language by introducing new and exciting vocabulary. Our curriculum is full of books and stories which we believe helps to develop language and imagination. Small group sessions in Virtual Base allows children to develop confidence to speak out and share their thoughts and ideas. Staff engage fully with children during free flow play to model, question and guide language development. We assess children using Chatterway ages and put interventions in place for those below ARE. We ensure our learning landscape is language rich and shows the importance of Child's Voice.</p>
PD	<p>Nursery: Through continuous provision we provide resources and activities that promote the development of core strength. There are plenty of opportunities for the children to take risks and when they get stuck they are supported to problem solve to get out of the situation.</p> <p>The children are encouraged to create and develop their own assault courses and challenges. We regularly take part in Jump Start Johnny and yoga activities to develop strength and core muscles. We use the Kinetic Letters programme to further support core strength development. When children begin to develop letter shapes we introduce name cards and promote mark making while using the rhymes and actions connected to the correct letter formation.</p> <p>Reception: We introduce strength and core building exercises from September and teach letter shapes through movement and multi-sensory experiences. This also includes support to hold a pencil correctly and we write letters and names everyday on whiteboards. There are a wide range of mark making resources</p>



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	<p>throughout the learning landscape. During the Autumn term, we provide lots of activities that encourage gross and fine motor skills both inside and outside. We use the outdoor area daily and the children always have access to bikes/scooters/climbing equipment and balls/bats/ropes etc. We encourage independent self-help skills such as toileting and dressing/undressing and this often involves guiding parents so they also know how to help their child. We particularly encourage risk taking outdoors so the children gain confidence with climbing and balancing.</p>
Literacy T4W	<p>Nursery: We find that many of children come in with a limited knowledge of stories. We use stories to promote every area of learning. Children learn to retell stories through T4W and the talking table. We use traditional tales to support our EAL children who find the actions and refrains easy to join in with and therefore promotes confidence in their speech. The children are given opportunities to look at books anywhere - outdoors as well as inside. We have a weekly session where the children are asked to get a book and share it with a friend. We develop songs to help promote the story. We use T4W to learn poetry and raps and we use adobe spark so that the children can create story videos that we share with parents. In circle-times we create descriptive words and sentences about characters from the stories and use P4C to reason out thoughts on behavior. The children use a library so they can take books home. Phase 1 phonic activities are part of the daily provision and focus groups are arranged for those that are struggling.</p> <p>A variety of mark-making tools are available in all areas of nursery and can be accessed at all times. Finger gym activities are available every day to enable the children to practise their fine motor skills and the outdoor continuous provision gives them opportunities to develop their gross motor skills such as crawling, swinging, dancing ribbons and large scale painting.</p> <p>Reception: Stories/books are our main focus and we use them to teach all areas of the curriculum. Children learn to re-tell stories through T4W and this is then encouraged in their play. We also teach at least 30 nursery rhymes and songs throughout the year and have key texts which are age appropriate from Pie Corbett's Story Spine. Mark making is encouraged throughout the learning landscape and in particular with the 'Message Centre' The aim is to make writing fun and meaningful for the children. Children are heard read 1:1 during one session each day and have books matched to their phonic ability. Books also go home to be shared with family members – again matched to their phonics ability. We follow the Little Wandle Letters and Sounds phonics programme and aim for children to reach Phase 4 by the end of the Summer term. This enables them to be able to read and write simple phrases and sentences with phonemes from Phases 2 and 3. We also use Little Wandle to teach letter formation.</p>
Maths White Rose	<p>Nursery: Daily, we count how many children we have for the register both at the start of the session and in the lunchtime line. Environmental numbers, number</p>



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	<p>books, and numbered resources are in every area. Real life objects such as scales, rulers, tape measures and clocks are available for the children to explore on an everyday basis with enhancements being added when a child's interest or learning opportunity presents itself. Children follow pictorial recipes to make their own playdough and share it out with others. Staff use opportunities in play for children to share out, count, and estimate.</p> <p>Dice games are created and played and children's number interests such as number blocks are followed.</p> <p>Children that need support may do some small group work and opportunities for them to practice these skills are made available throughout the setting.</p>
	<p>Reception: We follow White Rose Maths Scheme of Learning. The scheme enables the counting principles to be developed gradually throughout the year so that children have that full and deep understanding of numbers. As well as class based teaching inputs there are daily opportunities to investigate number through the learning landscape. Enhancements are added to different areas so skills being taught can be explored and embedded through independent play. The scheme also suggests stories that link with learning each week and we find this works particularly well with our children. Shape, Space and Measure are embedded into learning as we go along rather than during separate units so they are covered every couple of weeks which encourages a deeper understanding and links with the principles of number.</p>
Understanding The World	<p>Nursery: We grow our own vegetables every year and use this opportunity to talk about healthy eating and oral health as well as the needs of plants, animals and ourselves to grow and blossom. We use photos of staff and the children to look at changes. We look at similarities and difference; promoting a positive attitude towards these.</p> <p>Science is taught through stories to help problem solve and reason why or why not things would work. Open ended questions and P4C are encouraged to support children to voice their thoughts and reasons</p> <p>Reception: We start the year by building strong relationships with the families – through home visits and All About Me books. During circle time and free flow play children become confident to chat about their own experiences and family life. During the Summer Time we learn about what grows. This enables us to grow plants and learn how to care for them as well as how to care for ourselves by exploring how to stay healthy. We are looking forward to extending this with the use of the school allotment and Forest School. We cover lots of staying healthy learning and discussions using the CORAM Scarf programme. This also covers how we can stay safe. We consider similarities and differences between countries/beliefs/celebrations/situations from the past throughout the year. Each week we teach RE or Philosophy for Children so that children get an experience of sharing their views and understanding of different situations. Being outside is very important to us and our children love to explore the</p>



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	<p>outdoors. Each year we plan a trip to a local farm so children can experience how to care for animals.</p>
Expressive Arts and Design	<p>Nursery: We have a daily singing time as we find that children start nursery with a limited knowledge of nursery rhymes. We build on what they know and use well known songs and adapt them to create new songs. The children have a stage, instruments and dress up outside to develop their own singing. We regularly have music sessions and use CDs to promote the children's independence in accessing this area. At Christmas we have a dress-up circle-time where the children perform on the stage for their parents. We invite parents in regularly to join in with our singing and to give them the opportunity to learn some of our adapted songs so that they can join in singing with their child at home.</p> <p>We provide the children with a range of natural and plastic loose parts as well as toys to create their own play. As the children become increasingly creative we put out fewer manufactured toys. To begin with we create prompts for play at the beginning of each session and then begin to leave a blank canvas and ask 'what shall we create today?' The children are encouraged to make their own playdough, mix their own paints and use a wide variety of resources to create their models. Painting on a larger scale is also available outside, helping the children develop their gross motor skills.</p> <p>Reception: We follow the Charanga Music Scheme. Each week we listen to and discuss different styles of music and build on musical skills such as keeping a beat and clapping a rhythm. In Reception we sing all the time – it is a great way to learn so we sing about anything including how to line up like penguins! By the end of the year the majority of our children are willing to sing in front of the class and even the community at the summer fair. The craft area is open all year round and we value open ended creativity. We also teach more specific skills that develop through the year during timetabled Art and Design Technology sessions, this includes the use of a variety of tools. We encourage children to build on their creativity through resources both indoors and out. Children also develop their imagination through play experiences and are encouraged to develop story lines from books or T4W tales.</p>
Community Links	<p>In Reception we take walks around the local area – teaching children simple map skills and encouraging them to discuss their local environment. We have plans to develop a school allotment and Forest School area – linking with community members who will volunteer. We visit the linked church often for celebrations and curriculum visits. We encourage visiting speakers throughout the Early Years such as nurses/dentists to strengthen community links and support the children's curriculum knowledge.</p>
Assessment	<p>At the beginning of each year (or term that Nursery children start) we conduct baseline assessments through observations. We build a picture of each child and conclude if they are <i>working at or below</i> Age Related Expectations. We</p>



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	<p>then assess again at the end of each main term. At the end of Reception they are assessed against the Early Learning Goals. Staff regularly discuss learning and progress which informs interventions and enhancements across the Learning Landscape. Each year staff consider which areas of development need to be planned as a priority depending on the cohort. Language development is assessed using Chatterway – all children are screened and interventions are started accordingly. Phonics assessment also takes place 4 times each year and shared with the school's phonics lead.</p>
Home Learning	<p>We use Tapestry – an online learning journal – to share learning and progress with parents. This was also used during lockdown to share recorded teaching videos with parents in Nursery/Reception and Year 1. In Reception each week it is made clear to the parents what has been taught at school – particularly in phonics and maths and suggested activities are also shared so parents can develop skills further. In addition to this, a book goes home each week with the phonemes that have been taught alongside a fully decodable reading book. Nursery set challenges for the children on Tapestry related to the areas of learning. Throughout the Early Years setting parents are invited to share learning that has taken place at home by posting photographs and videos.</p>
Transition	<p>Into Nursery – Staff conduct home visits for each child starting Nursery. They also have stay and play sessions so parents can get to know the nursery and staff too alongside their child. Children start once staff feel they are confident enough to be left for short sessions at a time.</p> <p>Nursery to Reception – The Nursery is attached to the Reception classroom so staff are regularly popping into the Nursery to get to know the children by name and the children also recognise the staff. During the Summer Term staff visit more frequently and also invite the children into the Reception to play from time to time or for short story sessions. Some Nursery children stay at school for lunch so they are used to walking through the Reception areas already. The Nursery Lead and Early Years Lead get together to sort the children into two classes and discuss particular areas of need. In July there are two transition days. During the first day the children attend the Reception class with their parents for a 'stay and play' session. This includes children that attend other pre-school settings. On the following day children are encouraged to stay for a short time without their parents. In the Autumn Term we have another transition opportunity where children and their families are invited into school for a picnic. This allows them to familiarise themselves with school and teaching staff before they start school. Home visits also take place with those families that are new to our school community. The children start school full time straight away with staggered dates. This enables us to settle siblings first followed by our own Nursery children and then lastly any children new to our school.</p> <p>Reception to Year 1 – In a similar way children get to know Year 1 staff as they</p>



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	<p>share our outdoor play space. Reception also attend assemblies and other whole school events throughout the year so they are familiar with other staff and the school building. Staff come to read stories during the summer term and also join us in Continuous Provision. Children are able to benefit from 2 full days' transition in July where they get to know their new teachers. Year 1 run continuous provision as the children still need to be learning through play. They also continue to use Tapestry which the parents are very comfortable with so this also supports transition. We have a session each year where staff share knowledge of children to their new teacher.</p>
Impact	<p>Nursery – We strive to help each child be <u>confident and independent learners</u> before they move into Reception. This includes supporting them to become independent and confident with playing in the Learning Landscape. We encourage social skills such as sharing and taking turns and promote the use of language to chat to each other and resolve conflicts calmly. We encourage an understanding of routines as well as self-help skills such as dressing and toileting independently. Children are used to attending small groups sessions and children can show they are good listeners with good attention skills. Children have been exposed to lots of early Number and Phonics throughout the Learning Landscape. The children have already been exposed to our school values in a simplified way and parents are already on board with supporting their child's learning through Tapestry.</p> <p>Reception - We strive to enable as many children as possible to achieve a Good Level of Development. We support children to be ready for Year 1 making sure they have a positive growth mind-set and show resilience in their attitudes to learning. We support children who have specific additional needs to ensure every child has been able to reach their full potential. Children have a good knowledge of phonics and can apply this to reading and writing. They have a good knowledge of numbers and shape, space and measures. They are also able to work together, show care and consideration towards others and communicate successfully with children and staff. Our EYFS provision 'gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'.</p>