



“I have come that they may have life and have it to the full.”

Intent: At St Wilfrid's Primary School we *love one another, show respect and accept responsibility, embracing opportunity and nurturing creativity, sharing in the joy of Jesus.*

Our Mission statement “I have come that they may have life and have it to the full” is at the heart of everything we do. We place a strong emphasis on the religious, spiritual, moral and cultural development of all our pupils.

We strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love of Jesus. It is our intent that all children feel loved, safe and happy at St Wilfrid's to enable them to become confident, independent and resilient learners who are inquisitive, creative and seek new opportunities and challenge. We aim to work collaboratively with parents to achieve this.

We are an inclusive school with children from a variety of backgrounds and cultures and aim to provide a learning environment that allows all children to develop physically, verbally, cognitively and emotionally. We want children to build positive relationships with both adults and peers and show love and respect to others and it is our aim to provide children with the social, communication and cooperation skills to do so.

It is our intent to take into consideration children's starting points and individual needs as they begin their school journey. Following personal interests and needs, allows us to plan and provide differentiated enhancements to give all children the opportunity to learn, develop and succeed.

We believe that play, outdoor learning and connection with nature are an integral part of a child's learning and development and this is at the heart of our early years curriculum at St Wilfrid's. We want children to experience 'magical moments and be to filled with awe and wonder.



Implementation:

At St Wilfrid's Primary School we offer a learning journey rich in wonder and memorable experiences. Through our large outdoor area, woodland area and Marshall's Arm Nature Reserve next door, children spend time outdoors in their natural environment in all weathers, including a weekly Forest School session on a Monday morning as they begin their school week. Outdoor learning provides daily opportunities for children to be physical, understand risk taking, develop their social and communication skills and develop a love and understanding of the natural world around them. Exploring the world around them also allows children to learn and practise using a wide vocabulary and develops a range of communication and language skill.

The unique child is at the forefront of our teaching, ensuring we know every child and how best they learn. Each child has their own individual fascinations and it is for this reason that we believe a balance of child and teacher led activities is crucial in order for our children to become fully engaged and excited by their learning.

We are an inclusive school and celebrate and welcome the differences within our school community. We create a 'language rich' environment through the use of songs, nursery rhymes, quality texts and stories and providing time for quality interactions between adults and between peers to support all children with their language development



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Our school environment has been designed to enable our children to develop socially, emotionally and physically. Children strengthen their core muscles through physical play outdoors, such as the climbing frame, rope swing, balance bikes and football area. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and minibeast area. Our learning environment is adaptable in order to reflect children's interests and progression.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts, 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 dependent on children's interests. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. We spend quality time interacting and getting to know all children to celebrate their strengths and support them in their next steps.

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 receive weekly emails to inform them of what their child is learning each week and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

Impact: We want each child to get the best possible start in life and to be ready to thrive in KS1. At St. Wilfrid's we do this by providing a sustained high quality, well planned and progressive curriculum for the unique child.

We get to know every child and their strengths and development points by interacting with children in their daily play and carrying out informal observations. We work closely with Pre-school and external nurseries to establish children's starting points to underpin the delivery of our curriculum so that children are able to make a positive start on their educational journey.

Each child has a Learning Journey on 'Evidence Me', where assessments are evidenced and shared with parents. We understand parents are the first and most enduring educators of their children so we ensure we regularly liaise with parents through weekly updates, Evidence me and parents evenings and encourage parent contributions to their child's learning journal. We receive feedback from parents through emails, phone calls, Evidence Me, parents' evenings and report comment slips and ensure we are available at the end of the day to speak to parents. In this way we work closely with parents and communicate regularly to celebrate successes and provide the best for each child.

We have good transition procedures in place and we endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave Reception.