

**ST MARY & ST MARGARET'S CE PRIMARY
SCHOOL & NURSERY**



Early Years Policy

February 2022

St Mary & St Margaret's CE (Aided) School

Early Years Foundation Stage Policy

School Values

Our School Values set the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities. We aim to help all children to be the best they can be by 'living life in all its fullness' (John 10:10).

To this end, we promote our agreed School Values:

- Growing as a child of God
- Loving learning
- Caring
- Achieving
- Personal development

Introduction

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of Reception. Early childhood is the foundation on which children build the rest of their lives. Although vitally important in its own right, the Early Years is also an important time to prepare for the next stage in learning.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Early Years Foundation Stage (EYFS), many of these aspects of learning are brought together effectively through playing and talking.

At St Mary & St Margaret's we follow the Statutory Framework for the Early Years Foundation Stage (2021). Within this framework there are four overarching principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. The importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

As part of our practice we:

- Provide a balanced curriculum, based on Development matters and the EYFS, across the seven curriculum areas, using play as the primary vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult-supported;
- Provide a secure and safe learning environment indoors and outdoors.

This practice is also outlined in our statement of 'Intent, Implementation and Impact' that is available on the school website.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (Statutory Framework for the EYFS – March 2021)

A Unique Child

In our Nursery, children start in the September of the school year in which they turn 4 when they are awarded 15 hours universal funding. We generally use the funding for 15 hours morning provision across five days. In addition, as part of our Nursery provision, we offer 30 hours extended early education that allows children to stay in school for some or all afternoons. Some parents are eligible for funding for this or they can choose to pay for the extra hours. Throughout the year children can join our Nursery provision once they are three years old; the term after they are three they are entitled to 15 hours universal funding for Nursery; however, if parents choose to send their child earlier than when their funding begins they can choose to pay.

They begin attending school full time in the September of the school year in which they turn five.

The EYFS seeks to provide:

- Quality and consistency
- A secure foundation
- Partnership working
- Equality of opportunity

The EYFS learning and development requirements comprise:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes** – as set out in our Early Years curriculum) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

At St Mary & St Margaret's we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as other celebration events and rewards, to encourage children to develop a positive attitude to learning.

A Unique Child - Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at St Mary & St Margaret's School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We believe that all our children matter. We give our children every opportunity to be the best they can be. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of each individual through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- an indoor/outdoor curriculum;
- providing a balance of child initiated activities, adult initiated and adult led;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for all children
- monitoring children's progress closely and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand how they can keep themselves safe. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Child Protection Policy)

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners (will) discuss this with the child's parents and/or carers and agree how to support the child. Practitioners (will) consider whether a child may have a special educational need or disability which requires specialist support. They (will) link with, and help families to access, relevant services from other agencies as appropriate.
(Statutory Framework for EYFS – March 2021)

Positive Relationships

At St Mary & St Margaret's School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- talking to parents about their child before their child starts school
- all children receive a welcome book with photographs and information especially for them before they start school
- we invite all parents to a 'Welcome' meeting during the summer term before their child starts school in September. At this meeting, the parents are given the opportunity to meet the Nursery or Reception staff and to look around the Early Years environment. They are informed about the way the Nursery and Reception Class operate, the curriculum which will be offered, the importance of partnership between home/school and the ways in which they as parents can help their child
- For children starting in Nursery mid-year we invite them, with their parents, to a Stay & Play session and give them a welcome booklet. Staff are available at the session to talk through any individual needs
- the Nursery teacher makes visits to all new children in their homes before they start school
- the Reception teacher makes home visits for those children starting school who have not attended school Nursery

- where possible the Reception teacher visits children in private settings if they have not attended school Nursery
- Nursery and Reception children have the opportunity to spend time with their teacher before starting school during open afternoons and 'Stay and Play' sessions
- A Teddy Bear's picnic is held during the summer holidays for all children and parents
- All children then make a staggered start during the first two weeks of term to enable children and staff to build relationships
- An informal coffee morning/afternoon is held for parents in the first few weeks of term for parents and staff to meet and discuss how the children have settled, pass on any messages and talk through any concerns
- We have formal parents' evenings in the Autumn and Spring terms; towards the end of the Summer Term we offer parents an opportunity to talk about their child's progress with class teachers
- parents are always listened to and are welcome to talk to staff at the start or end of each day or they can email teachers (email addresses are available on the school website). If parents have an urgent message about their child, they can pass this on to the class teacher in the morning or they can write a note in their child's planner;
- parents receive a report on their child's attainment and progress at the end of each school year;
- parents are invited into school for a variety of purposes to help build relationships and ensure a positive engagement with all stakeholders, for example; INSPIRE workshops (that take the form of stay and play sessions), whole school and class celebration assemblies, Mother's day and Father's day workshops, family lunches. Parents are actively encouraged to come into the classrooms on a voluntary basis (once DBS checks have been carried out) to help and support in a variety of ways
- parents are encouraged to share their children's achievements and experiences at home via an online learning platform which contributes to the child's learning journey throughout their time in the EYFS.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the class teacher acts as 'Key Person' to all children in Nursery or Reception, supported by the Teaching Assistants.

At the start of a new school year, or when a child starts in their new class, children are encouraged to be independent. This means that they say goodbye to their parents at the entrance to EYFS and are then supported by staff to put their belongings away and to make their way into their classroom where an activity will await them. This expectation is then continued throughout the year with increasing independence for the children to be responsible for following routines independently. The staff pay attention to the aspects of life in the Nursery and in the school which are likely to be stressful for a young child, for example, new surroundings, toilet routines, numbers of other children, unknown adults, care of personal possessions etc. This helps the children feel reassured and secure.

On transfer from Nursery to Reception the teachers meet together to discuss the new intake of children and individual assessment documents are passed on. We aim to ensure continuity and coherence by sharing information about the children's levels of development, strengths and areas to be supported.

At the end of the Reception year, the Reception teacher meets with the Year One teacher and passes on the individual assessment information about the children along with any other relevant information about the child.

Induction and transition arrangements are carefully planned to meet the needs of individual children and staff and can be adapted as necessary to suit the needs of an individual who may have SEND.

Enabling Environments

At St Mary & St Margaret's School we recognise that the environment plays a key role in supporting and extending the children's development. This begins with talking to parents, by

observing the children and assessing their interests, development and learning and planning challenging and enjoyable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Planning within the EYFS is informed by discussions with all staff and the Nursery and Reception teachers share their PPA time. Planning reflects the whole learning environment, both indoor and outdoor, and includes all areas of learning with equal emphasis. Activities are planned which are imaginative, enjoyable and provide a breadth and depth of experiences in order to consolidate children's learning. Planning is linked to observation and record keeping. Planning is flexible, allowing for adults to change direction and be sensitive to the current interests and needs of the children.

There are clear long and medium term plans in place that reflect the expectations of the curriculum. Short term, weekly, plans detail differentiation, staff roles and responsibilities and further information about activities.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS predominantly takes the form of observation, and this involves all adults. Information from previous settings, out-of-hours clubs and parents are all used when making judgements about children's progress and development. On occasion it is good practice to make formal summative assessments of children's learning in order to inform planning. Evidence from parents and staff is recorded on 'Evidence Me'.

At St Mary & St Margaret's School, we use the Development Matters statements and Early Years curriculum as a basis for planning and assessment. Staff are always willing to share and discuss progress and development with parents and carers.

The Learning Environment

The EYFS unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up to reflect different areas of learning, where children are able to find and locate equipment and resources independently. However, children are also encouraged to move resources to different areas of the classroom to enhance their learning. The outdoor spaces have a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

At St Mary & St Margaret's School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

The learning and development requirements (of EYFS) are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.
(Statutory Framework for EYFS – March 2021)

Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Year 1.
(Statutory Framework for EYFS – March 2021)

At St Mary & St Margaret's what we want children to learn and when is set out in our Early Years curriculum. The intent for our EYFS curriculum, along with how we implement it and its impact can be seen in Appendix 1.

Play

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

(Statutory Framework for EYFS – March 2021)

Through play our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, develop self-regulation skills and understand the need for boundaries. They have the opportunity to think creatively alongside other children as well as on their own. They develop effective communication skills with others as they investigate and solve problems.

Characteristics of Learning

When planning and delivering activities, staff reflect on the different ways in which children learn; the three characteristics of effective learning are:

- playing and exploring – children investigate and explore things by attempting new activities
- active learning – children concentrate and persevere if they experience difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, making links and developing strategies for tackling activities

Children should be given opportunities to be creative through all areas of learning. Adults can support, share and sustain children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources freely and are allowed to move them around the classroom to extend and develop their learning.

The Early Learning Goals

The EYFS is made up of seven areas of learning.

The prime areas:

- Communication and language – listening, attention & understanding / speaking
- Physical development – gross motor skills / fine motor skills
- Personal, social and emotional development – self regulation / managing self / building relationships

The specific areas:

- Literacy – comprehension / word reading / writing
- Mathematics – numbers / numerical patterns
- Understanding the world – past & present / people, culture & communities / the natural world
- Expressive arts and design – creating with materials / being imaginative and expressive

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

(Statutory Framework for EYFS – March 2021)

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. (Statutory Framework for EYFS – March 2021)

At St Mary & St Margaret's we have set a detailed plan for teachers to judge children's progress and attainment as a baseline within 4 weeks of starting school and at the end of each term throughout their time in Nursery and Reception.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

In each area of learning there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. In the final term of the year that a child reaches 5 years old their attainment is judged against the Early Learning Goals and reported as either at or below age related expectations. This information forms the Early Years Foundation Stage Profile (EYFSP) and results are shared with parents/carers, Year 1 teachers and Local Authority.

A 'Good Level of Development' is measured by children achieving the expected standard in each of the Prime areas and Literacy and Mathematics Development at the end of Nursery and Reception.

Welfare and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At St Mary & St Margaret's School we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years – March 2021 and we take all necessary steps to keep all children safe and well.

We are required to:

- be alert to any issues for concern in a child's life at home or elsewhere. We follow school policy and procedures for Safeguarding; these are in line with Solihull Local Safeguarding Children Partnership (LSCP). The Designated Lead for Safeguarding in school is the Headteacher, Mr Mark Street. All staff are trained to understand and respond appropriately to signs of possible abuse and neglect.
- ensure school safeguarding policies explain the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in school
- advise staff to seek medical advice if they are taking medication and follow school procedures for storing their own medication securely and out of reach of children at all times
- ensure support staff are trained to the equivalent of NVQ level 3. All early years staff have the opportunity to discuss any issues, identify solutions and receive coaching to improve their personal effectiveness. Staff undertake induction training and then take part in a regular cycle of appraisal in order to identify any further training needs.
- have at least one member of staff who holds a current paediatric first aid certificate
- ensure the staff:children ratio is 1:15 in Reception and in Nursery it is 1:13.
- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill
- adhere to the school policy on the administration of medicines
- support those children who have specific medical conditions.
- provide snacks that are healthy and nutritious
- ensure a first aid box is always accessible with appropriate content for use with young children

- manage behaviour effectively in a positive manner appropriate for the children's stage of development and individual needs. Follow the school behaviour policy.
- ensure that the premises, including outdoor spaces, furniture and equipment is safe and fit for purpose
- have a no smoking/vaping policy
- organise premises and equipment in a way that meets the needs of all children, including provision for children who want to relax or play quietly
- ensure there is an adequate number of toilets
- ensure there is an area for staff to talk to parents and/or carers confidentially
- have a clear policy for assessing any risks to children's safety and review risk assessments regularly
- gain parental permission for taking children on visits off school site in line with school policies
- have and implement the school policy for Equal Opportunities
- maintain records, policies and procedures required for the safe and efficient management of the Early Years Unit and to meet the needs of the children
- have and implement the school policy for dealing with complaints

All relevant and associated policies are available on the school website or a written copy can be made available on request from the school office. School is not required to have separate policies to cover EYFS requirements as the requirements are already met through existing school policies.

Monitoring and review

It is the responsibility of all the EYFS staff to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

All Subject Co-ordinators are kept up-to-date with developments in EYFS.

The Headteacher, Early Years Leader and Subject Co-ordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed:

Date:

Please also refer to the following Policies:

Health & Safety
 Child Protection
 Behaviour
 Special Needs
 Equal Opportunities
 Racial Equality
 Medicines in Schools
 Admissions
 Curriculum Policy
 Safer Working Practice Guidance

APPENDIX ONE

St Mary & St Margaret's CE Primary School

EARLY YEARS CURRICULUM

INTENT, IMPLEMENTATION & IMPACT

INTENT

At St Mary & St Margaret's we believe that all children deserve an education rich in wonder and memorable experiences that allows their natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

Our curriculum is intended to set the foundations for a lifelong love of reading and stories; texts are carefully selected to underpin themes that we believe enable children to grow up with a love of learning.

Our curriculum is designed to support children in developing positive mental health, building on the five aspects of SMILE (**s**ocialise, **m**ove, **i**nterest, **l**earn & **e**ngage – based on the NHS '5 ways to wellbeing').

Through building our curriculum around our school values, we aim to help children to grow into young people:

- with a lifelong love for learning
- who care for each other and the world
- who value differences
- who achieve their potential
- who develop a sense of their place in God's world
- who understand how they can make a positive difference to this world
- and who develop the life skills needed to do so.

These curriculum intentions begin in Early Years and continue to be the foundations of all we do throughout school.

At St Mary & St Margaret's, we recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential. We know that our children enter the Nursery and Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly.

The Early Learning Goals set out the expectations for children by the end of EYFS (end of reception year). We, as a school, recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based. It is our intention to provide, within the context of our school values, a broadly enriched, rounded and stimulating learning environment where children can learn with adults and peers in a climate of mutual respect to develop:

- Confidence in their ability to learn.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand their feelings and to solve problems.
- As a unique child.

We aim to provide children, with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will

form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

IMPLEMENTATION

At St Mary & St Margaret's we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are happy, healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. Our setting provides a safe and stimulating environment where children are able to enjoy learning and grow in confidence, helping them to achieve their potential.

We immerse children in a world where books and stories are highly valued, building our thematic learning around carefully chosen texts. Texts and activities are chosen as the starting point for explicit discussion and exemplification of our school values, helping children begin to develop an early understanding of the importance of these values and how they can be shown in their own lives. Opportunity is given through worship times and discussion to help children reflect upon their place in God's world.

Activities are chosen to ensure children experience all aspects of SMILE (i.e. socialising, being physically active, taking time to notice and wonder at the world around them, learning new things and engaging in a way that helps them make a positive difference to their world) – in this way, we help them develop habits and approaches to life that support their positive mental health.

We meet the legal requirements for:

- Safeguarding and promoting children's welfare.
- Providing suitable adults with appropriate qualifications, training, skills and knowledge.
- Maintaining records, policies and procedures for the safe and efficient management of the setting and to meet the needs of the children.
- Planning and organisation to ensure that every child receives an enjoyable and challenging learning and developmental experience tailored to meet their individual needs.

In Early Years, our curriculum is planned and implemented using a cross curricular thematic approach underpinned by our school values. This approach we feel gives children the opportunities to apply learning from across the curriculum that gives their work practical context and also opportunities to apply knowledge and skills they have learned within "real world" problem solving. Learning is developed through a series of lessons that build skills, knowledge and understanding within each topic of learning.

The Statutory Framework for the Early Years Foundation Stage reflects the three prime areas and four specific areas of learning identified in the Early Learning Goals, all of which are equally valued at St Mary & St Margaret's. Our children experience a rich and varied diet of adult-initiated and adult-directed activities, child-initiated activities and a problem-solving approach to learning, enabling them to develop a number of competences across all areas of learning. Development Matters and the Early Learning Goals are in line with the National Curriculum and provide the basis for planning throughout the Foundation Stage.

St Mary & St Margaret's provides a safe, stimulating outdoor learning environment in order to enhance teaching and learning in engaging, problem solving, investigative and explorative ways. Children have daily opportunities to access the outdoor environment which also enables them to increase their levels of physical activity. Children's learning is enabled within the outdoor learning environment which is seen as an extension of the classroom within which children are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities that also engage all pupils in a positive way with their local, natural environment. Throughout the Nursery and Reception years, as part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters and, at the end of their Reception year, 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. End of year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals and Development Matters statements as set out in our curriculum.

IMPACT

With the successful implementation of both an enriched, rounded and balanced curriculum and a well-structured, safe, active and challenging learning environment, both indoors and outdoors, children will be able to develop the skills, knowledge and understanding that enable them to be successful learners. Children will be actively engaged in learning and their enjoyment of this learning will be apparent to all. All children will have experienced a curriculum that provides exciting and enriching experiences and opportunities for them to learn through educational visits, visitors and hands on experiences. Children will appreciate and understand the world around them, knowing about and valuing different cultures, music, dance, art and history. They will care both for each other and for the world around them. Children will actively ask questions this world and about their learning experiences – they will not fear making mistakes, but instead see them as opportunities to learn. Children will be able to make links within their learning, developing skills and building knowledge that they are able to use and apply across the curriculum. Children will also become skilful at solving problems and will develop both resilience and independent learning skills. Children will be successful learners who are fully prepared for the next stage of their education. They will increasingly be able to make sense of the world around them; they will develop tolerance, compassion and an understanding of their rights and the rights of others in our ever-evolving world. By the end of Reception children will have developed essential knowledge and skills required for everyday life and lifelong learning. Children at St Mary & St Margaret's will be well-rounded, happy, enthusiastic, inquisitive and successful learners who embody our values. They will have the confidence, skills and self-belief to achieve their potential and will have a strongly developed sense of their own worth and their ability to make a positive impact on the world around them.