

Kind Hands and Clever Minds Make Our School



# Foundation Phase Policy

## Foundation Phase Policy

The Foundation Phase is a framework for children's learning from 3 to 7 years. It encompasses all learning, building upon and extending previous learning experiences, knowledge and skills of the child. Educational provision for young children is holistic and focuses on what the child can do, therefore putting the child and not the curriculum at the centre of learning. At this stage the foundations for all subsequent learning are established through a success, skill based curriculum. Children learn best when they feel happy, safe and secure in their learning environment. This is achieved through the exploration of structured/spontaneous play based activities both indoors and outdoors. Play/active learning is fundamental to the Foundation Phase; activities are fun and stimulating. Well-planned play helps children to think and make sense of their world. Through experiential learning children will have opportunities to develop and extend their skills across the curriculum, allowing them to investigate, to explore, to problem solve and think creatively.

### Aims

- To ensure that the Foundation Phase curriculum is broad, balanced, relevant, differentiated and provides a positive enjoyable learning experience that emphasises achievement.
- To provide every child with opportunities to experience different activities within all areas of learning through purposeful and structured play.
- To ensure that each child is viewed as an individual and encouraged to reach his/her full potential.
- To make learning a positive and enjoyable experience within a safe secure and stimulating environment both indoors and outdoors.
- To develop strong links between staff, parents, support services and the community, ensuring all stakeholders have an active role in the child's education.

## The Foundation Phase Curriculum

The Foundation Phase Curriculum underpins all learning by supporting, fostering, promoting, consolidating and developing children's skills in the following areas of learning:

- Personal, Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Including Religious Education, which is a statutory requirement from the age of 5 and through development of skills across the curriculum;

### The Literacy and Numeracy Framework

From September 2013 the Welsh Assembly Government introduced the Literacy and Numeracy framework. Literacy and numeracy skills are listed in the document on a year by year basis. All teachers now plan for these literacy and numeracy skills through medium term planners and highlight them in blue and green on their weekly planning.

## Organisation

In Ty'n y Wern Primary School we have:

- Adult / child ratio: - To follow recommended guidance as recommended by WG for each year group
- Learning environment: - One that provides opportunities across all areas of learning, indoors and outdoors.
- Staff Deployment -Modelling, scaffolding observing and providing focused tasks, team teaching
- Assessment of Learning - Independent, whole class, paired work, small group, individual interests
- Staff Deployment -Assemblies, visits, visitors, concerts, local enterprise

## **Role of the Practitioner**

The practitioner is seen as the facilitator of learning with the child at the heart of learning and teaching. Practitioners lead, develop ideas, directly teach concepts, skills and knowledge, role model, play alongside, scaffold, and intervene where appropriate and work as part of a team. A greater emphasis is placed on observation as a tool for planning and assessing children's needs to develop assessment for and of learning.

### **Planning**

- Thematic approach: - topic webs, mind maps, long/medium/short term planning
- Mini topics
- Meetings: - whole staff, departmental/class teams, Foundation Phase teams

### **Assessment Recording and Reporting**

- Foundation Phase Baseline assessments in Nursery and Reception
- Continuous assessments i.e. observations
- Focussed assessments
- Class and year group tracking sheets
- Parent Consultation Evenings
- End of Foundation Phase statutory teacher assessment
- Annual reports to parents

### **Links with Home/Community**

- Home/School links: school website updated weekly.
- Parent helpers especially for forest school
- Parent workshops
- Events e.g. open days, Arts festival
- Visits/visitors/local enterprise/the wider community
- Use of the school VLE (Virtual Learning Environment)

### **Curriculum Cymreig/Welsh Language Development**

Welsh Language Development permeates all Areas of Learning allowing children to use familiar language in a variety of everyday situations. Curriculum Cymreig allows the children to experience the cultural identity unique to Wales across all areas of learning:

- Celebrations
- Stories
- Visits
- Music
- Dance

- Food
- St David's Day

**Transition**

Transition from Nursery to Reception is carefully planned. Nursery linkup meetings are held involving staff and parents. Children from Nursery to year 2 have the opportunity to spend the morning in their new class during the summer term.