

YSGOL GYNRADD YSTUMLLWYNARTH OYSTERMOUTH PRIMARY SCHOOL

Achievement Through Challenge/Cyflawni Trwy Herio

OYSTERMOUTH PRIMARY SCHOOL FOUNDATION PHASE POLICY

Introduction

This policy has been written to reflect Oystermouth's philosophy in relation to the education and well-being of all children in the Foundation Phase. It provides a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the Foundation Phase scheme of work which sets out in detail what the children should be taught.

This document has been prepared for the use of

- Teaching and support staff
- The Governing Body
- Parents
- L.E.A. Advisors
- Inspection Teams

The Foundation Phase is the curriculum for 3 to 7 year olds. The Foundation Phase places great emphasis on children learning by doing. We believe young children should be given more opportunities to gain first hand experiences through play and active involvement. We want them to understand how things work and to find different ways to solve problems. The Foundation Phase curriculum is broad, balanced, relevant and differentiated to meet the developmental needs of all children.

Principles and Aims of our Foundation Phase policy

The aims below set out the rationale behind the teaching in our school.

- to provide a welcoming environment for children and their families
- to ensure that all children feel included, secure and valued
- to establish positive relationships with parents
- to keep parents well informed about the curriculum and their child's progress
- to build on what children already know and can do and to celebrate achievement
- to help children make links in their learning
- to stimulate positive attitudes and dispositions to learning
- to encourage independence
- to value children's interests, providing a balance of direct teaching and child initiated activities
- to help children build friendships and learn to co-operate with each other
- to provide a solid foundation in the seven areas of learning through well planned, rich and stimulating experiences
- to make careful observations in order to support and extend children's learning appropriately
- to ensure that children with special educational needs are identified and receive appropriate support
- to develop children's skills and understanding.
- to develop children's personal, social, emotional, physical and intellectual well-being in order to develop the whole child.
- to develop children's self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- to develop children's creative and expressive skills and observation to encourage their development as individuals with different ways of responding to experiences.
- to develop children's activities in the outdoors where they can have first-hand experiences of solving real problems and learn about conservation and sustainability.

Developing Key Skills across the curriculum

We believe children should be given as many opportunities and experiences to develop the following skills through group and individual tasks in a variety of contexts across the areas of learning:

- **Thinking** – by using the processes of planning, developing and reflecting.
- **Communication** – through the skills of oracy, reading, writing and wider communication.
- **ICT** – by creating, presenting, finding and developing information and ideas.
- **Number** – by using mathematical information, calculating and interpreting and presenting results.

Curriculum Cymreig

Curriculum Cymreig will be developed across all areas of learning through an integrated approach by developing children's understanding of the cultural identity unique to Wales.

- Celebrations
- Stories
- Visits
- Music
- Dance
- Food
- St. David's Day

Partnership with Parents

In Oystermouth we feel that establishing a positive partnership with Foundation Phase parents is important. We aim to do this in several ways.

- discussions with Headteacher and Foundation Phase staff prior to seeking admission
- school prospectus
- information booklets on the Foundation Phase
- 'Induction day' - informal event for parents where staff explain routines and philosophy
- open door policy – good dialogue – share concerns early
- parents' evenings
- parents encouraged to help in the classroom and on educational visits
- Parent Teacher Association
- Newsletters

Areas of Learning

There are seven areas of learning which provide an appropriate curriculum that supports the development of children and their skills. We believe that these seven areas must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum for each child.

The seven areas of learning are:

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

Curriculum Planning

At Oystermouth we believe a well planned curriculum is vital to prevent underachievement and to raise overall standards.

All curriculum planning shows that:

- it is broad, balanced and differentiated.
- it is flexible to cater for children who are at different stages of development.
- it takes into account prior learning and attainment.
- educational provision is holistic.
- the child is at the centre of all planning.
- there is a balance between structured learning through child-initiated activities and those directed by adults.
- the activities inspire and challenge children's potential for learning.
- adults are aware of using good open ended questioning.
- Personal and Social Development, Well-Being and Cultural Diversity is being developed across the curriculum.

Literacy and Numeracy across the curriculum

Literacy and Numeracy are key skills and are therefore fundamental to teaching and learning in all subjects.

Please refer to the Literacy and Numeracy across the curriculum planning grids.

The Outdoors

The development and use of the outdoors as a learning environment is very important for the development of all children. We feel that:

- children's health and fitness will benefit from exercise outside and using outdoor equipment.
- children will have first hand experience of nature.
- problem solving will relate to experiences.
- children will have first hand experience of conservation and sustainability.
- children will develop a love of nature and take part in outdoor activities.

Children enjoy experiences in the outdoor classroom, school grounds, school pond area, local woodlands, Underhill Park, Oystermouth Castle, Mumbles village and local beaches.

Safe Guarding

When undertaking certain Foundation Phase activities, for example, involving glue or scissors and outdoor learning etc, teachers need to be aware of the Safe Guarding issues which will arise.

Staffing

There are four year groups in the Foundation Phase with no split age ranges. The following adult pupil ratios are currently in place.

Nursery	Reception	Y1	Y2
1:8	1:8	1:13	1:13

Planning

Planning is used by teachers and LSA's and is evaluated on a daily basis

- Short term planning – weekly planning incorporating the 7 areas of learning
- Medium term planning – over-views of skills to be taught with suggestions for activities linked to skills
- Long term planning – in SOW

Assessment and Reporting

Assessment in the Foundation Phase takes the form of observation, formative and summative assessment. These regular assessments of children's learning are used to ensure future planning reflects identified needs.

The process of assessment is regularly evaluated and will be an area for improvement and discussion in SDP 2010-2011. These regular assessments of children's learning are used to ensure future planning and reflect identified needs.

Much of the assessment in the Foundation Phase takes the form of observation. The following assessments are also used:

- **Observation and Assessment records**
- **Reception Baseline**

At the end of the Foundation Phase teacher assessments will be made on each child and their outcomes reported to parents. Children will be assessed in the seven areas of learning.

Parent-Teacher Consultations during October and an Open Evening in the Summer Term plus an annual report keeps parents very well informed of their child's progress.

Additional Needs

From the outset parents are informed of any identified additional needs that their child might have and of the support they require. External agencies are only brought in if after a period of time in-house support fails. Parents are kept informed at each stage.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children's learning needs
- Planning challenging opportunities for more able children
- Facilitating equal access to activities by all children
- Supporting children with special educational needs as appropriate
 - providing additional support from adults
 - adopting activities or environments
 - using specialist aids and equipment
 - using multi-sensory materials and experiences
- Supporting children with English as an additional language as appropriate
 - valuing child's home language
 - providing a range of opportunities for child to engage in speaking and listening activities in English with peers and adults

Policy Review

This policy will be reviewed in the Autumn Term 2020.

I confirm that I have read and understood this policy. I have had an opportunity to ask questions and will ensure that the principles of this policy will be reflected in my practice:

Name of staff member	Job Role	Date	Signature