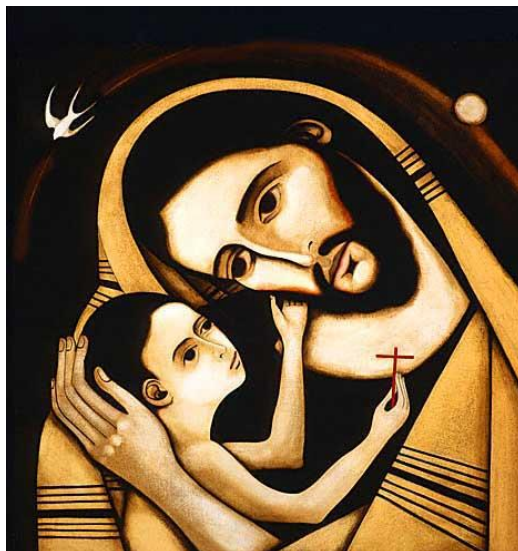




St. Joseph's Catholic Primary School Clydach



Foundation Phase Policy

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School Mission Statement

Education in the Foundation Phase at St. Joseph's Catholic Primary School, contributes to being:

‘Together in Christ – Living, Learning and Growing.’

Introduction

Foundation Phase consists of Early Years, three to five year olds, and then Key Stage 1, children from 5 to 7 year olds. They both come under the umbrella of Foundation Phase. The Foundation Phase is based on the principle that early years' provision should offer a sound foundation for future learning through a developmentally appropriate curriculum for 3 to 7 year olds in Wales.

It brings more consistence and continuity to children's education at such an important time in their development, focusing on experiential learning and involvement through the 7 areas of learning. The Foundation Phase curriculum is broad, balanced, relevant and differentiated to meet the developmental needs of all children.

In Early Years we recognise the importance of the fundamental principles on which the education of the three-to-fives has been and continues to be based:

- The curriculum contributes to the all round growth and development of every child.
- Learning through structured and spontaneous play is the spring board to the curriculum.
- Opportunities need to be offered for active involvement and relevant first hand experiences in an environment rich with possibilities.
- Adults concerned with the under fives have a particular responsibility for their care and safety.
- The contribution which parents have made and can continue to make to their child's education is valued.
- Equal opportunities are offered to girls and boys, to children with special learning needs and to those from different cultures.
- The under fives through their daily experiences are led to an awareness of their cultural background of Wales, by using the language and by learning about traditions and customs.

Our Vision:

The Foundation Phase at St.Joseph's Primary School aims to give all children a positive start to their education by providing a secure and stimulating learning environment which is totally committed to the child's holistic development – the child is central to the learning.

Children will develop their learning at their own pace via first hand experiences which foster creativity and imagination in both environments, inside and out.

Alongside this, we aim to equip children with the essential basic skills needed to fulfil their potential and to become life long learners.

Aims:

- To raise children's standards of achievement.
- To enhance their positive attitudes to learning.
- To address their developing needs.
- To enable children to benefit from educational opportunities later in their lives.
- To help them become active citizens within their communities.
- To provide a welcoming environment for children and their families
- To ensure that all children feel included, secure and valued
- To keep parents well informed about the curriculum and their child's progress
- 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 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

Developing skills across the curriculum:

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

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 Planning

At St. Joseph's Primary 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, and 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.
- Personal and Social Development, Well-Being and Cultural Diversity is being developed across the curriculum.

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.
- problem solving will relate to experiences.

Home School Links

At St. Joseph's great emphasis is placed on parental involvement. At the start of each term parents are given a brief outline of the experiences to be offered and asked for their co-operation in providing any relevant materials.

Parental Consultations

Staff are always available to discuss the progress of the individual child. Opportunities are also provided twice a year for an informal and formal consultation.

The Curriculum

At St. Joseph's we offer a broad, balanced curriculum which builds upon the pupil's earliest experiences, and lays down a strong foundation leading the way forward for the requirements of the National Curriculum in Year 1.

Curriculum Content

Young children do not recognise subject areas, therefore the curriculum content will be cross-curricular - based upon the following six areas of learning and experience:

- Language, Literacy, and Communication skills.
- Personal and Social Development.
- Mathematics
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Children in the Foundation Phase will also follow the 'Come and See' scheme for Religious Education.

There will be a strong emphasis on bilingualism and the Cwricwlwm Cymreig.

Good Practice at St. Joseph's

- We aim to ensure that children feel secure, valued, respected, confident and develop a sense of achievement through learning which is pleasurable and rewarding both within the nursery setting and at home.
- The primacy of parents as educators is acknowledged and a partnership, based on shared understanding, mutual respect and discussion, is developed.
- The physical environment determines learning; it is organised with imagination and care and has due regard to health and safety.
- Children are encouraged to participate in a range of experiences which take into account of and are appropriate to their developing physical, intellectual, emotional and social abilities.
- The school has a favourable location and is very fortunate to have a rich outdoor learning environment which is used creatively by children and staff. An outstanding range of outdoor experiences has been developed and established over time.
- Guidance, praise and encouragement are applied in a consistent manner.
- Teachers who have knowledge of children's backgrounds, interests and earlier learning and apply it to achieve high standards.
- Children are encouraged to discuss, converse, analyse and generally talk about their experiences.
- Children's progress is assessed and recorded through frequent observation and discussed regularly with parents.
- Provision is agreed by adults working in the Early Years and communicated

to parents. Aims, objectives and content of the curriculum are included in addition to descriptions of the learning opportunities offered and information about how children's progress is assessed and recorded.

- Strategies for early identification of children's particular needs are implemented and appropriate referral is made and support sought.
- There is good liaison with other agencies and carers, such as health visitors, childminders and visiting teachers. These contacts are used in planning for individual children when appropriate.
- Close relationships, based on mutual respect and support, are established between Early Years and Key Stage 1.
- Teachers have access to appropriate initial and in-service training.

Examples of Skills developed through good practice at St. Joseph's are:

1. Language, Literacy and Communication

- listening
- conversing
- imitating
- sequencing narrative
- commenting
- proposing and discussing
- planning
- repeating
- listening
- inferring and deducing
- writing
- rephrasing
- communication
- listening
- choosing
- discussing
- negotiating
- describing
- comparing
- sequencing
- predicting
- naming
- listening
- questioning
- thinking logically
- discussing
- responding
- imagining and projecting
- comparing
- naming

2. Personal and Social Development

- co-operating
- sharing
- turn taking
- clearing, cleaning, tidying
- identifying emotions, controlling responses
- understanding and appreciating emotions
- consideration

3 & 4. Mathematics and Knowledge and Understanding of the World

- ordering
- sequencing
- matching
- distribution
- setting
- understanding shape and dimension
- measuring and weighing
- understanding time
- identifying shapes
- understanding concept of size
- organising
- spatial relationships
- setting
- classifying
- dimension
- experimenting
- observing
- learning and interpreting events
- comparing
- size
- shape
- the body
- patterns
- balance
- seasons
- matching
- spatial relationships
- understanding speed

5 & 6. Physical Development and Creative Development

- gaining mastery of manipulative actions (cutting, shaping, holding pens and brushes)
- mixing
- pouring
- co-ordinating

Other Adults

Classes with under fives benefit from the input of adults other than teachers. The school works on a ratio of 1:10 in Nursery and Reception. In Years 1 and 2 the ratio is 1:15.

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.

These regular assessments of children's learning are used to ensure future planning and reflect identified needs.

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:

- ☐ Personal and Social Development, Well-Being and Cultural Diversity
- ☐ Language, Literacy and Communication Skills
- ☐ Mathematical Development

Record Keeping:

- Teachers' record keeping includes an informal diary and teachers' own working assessment booklet of directed activities. Relevant and informative documentation will be passed to the next teacher.
- The school uses INCERTS as a formal assessment tool.

Statutory Baseline Assessment

Statutory baseline assessment is completed during the first six weeks the child attends school. We are currently using CDAP.

Child Protection - The United Nations Convention on the Rights of the Child (CRC)
is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model right...
and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42
(CRC)



