**Foundation Phase Policy**

**Ysgol Gymraeg Llundain**

**London Welsh School**

**Review Date : July 2018**

**YSGOL GYMRAEG LLUNDAIN**

**LONDON WELSH SCHOOL**

**Foundation Phase Policy 2015 - 2018**

**Policy Review - 1st September 2018**

**Mission**

The Foundation Phase is centred on the mission of offering young children opportunities for active learning within the curriculum. Our aim is to ensure that children can explore and develop their skills to the fullest potential in a safe, nurturing and inclusive environment which supports, scaffolds and enhances their learning opportunities and development. We believe in offering the best possible provision for children of all abilities.

**Compliance**

This policy complies with *Curriculum for Wales:* *Foundation Phase Framework* (2008; Revised 2015) and written with reference to the following documents:

* Foundation Phase Framework for Children’s Learning for 3 to 7 year-olds in Wales (2008)
* National Framework for Literacy and Numeracy (2013)
* Building a Brighter Future: Early Years and Childcare Plan (2013)
* Early Years Foundation Stage (2012; revised 2014)
* National exemplar framework for religious education for 3 to 19-year olds in Wales (2008)

**Key Principles of the Foundation Phase**

As outlined in *‘Foundation Phase Framework (revised 2015)’* the key principles of the Foundation Phase are detailed as;

*‘The Foundation Phase encompasses the developmental needs of children. At the centre of the statutory curriculum framework lies the holistic development of children and their skills, building on their previous learning experiences and knowledge’ (p. 3)*

*Active Learning*

Young learners are encouraged to critique, investigate and reflect on existing ideas through incidental learning, exploration and play in the indoor and outdoor environment;

*‘Children learn through first-hand experiential activities with the serious business of ‘play’ providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children’s self-image and feelings of self-worth and self-esteem are at the core..’ (p. 3)*

*Areas of Learning*

There are 6 areas of learning for Welsh medium educational settings which are designed to be implemented in a cross-curricular approach.

* Personal and Social Development, Well-being and Cultural Diversity
* Language, Literacy and Communication Skills (revised to include the literacy component

of the LNF)

* Mathematical Development (revised to include the numeracy component of the LNF)
* Knowledge and Understanding of the World
* Physical Development
* Creative Development

*Child Development*

The Foundation Phase acknowledges that progress between 3 and 7 years age is rapid, however, despite it being a progressive framework it is designed to reflect that children’s progress can accelerate and regress at different stages. The newly revised framework (2015) aims to incorporate this understanding of development, and accounts for children developing at their own pace and developmental stage according to their own on-entry starting point.

**Aims and Objectives**

We strongly believe at Ysgol Gymraeg Llundain London Welsh School, that an understanding of child development is key to engaging young learners and to ensure success in developing creative, imaginative, inquisitive and reflective minds. We aim to provide simulative environments for all children which is relevant to the child and the real world, with the outcome expected for children to be responsible and active members of the community. We strive to consider the needs of the whole child and not only their progress according to age expected learning, and track according to the child’s own starting point.

Our objectives to achieve are outlined below.

1. To provide children with quality learning opportunities to explore independently and to consolidate their previous learning and apply skills in new contexts.
2. To ensure support and advice for all staff working within the Foundation Phase.
3. To record each significant development through observations and assessment and monitor according to the child’s on-entry baseline.
4. To establish close collaborative relationship with parents and carers to ensure children are fully supported at all stages.
5. To provide a curriculum which ensures equal learning and developmental opportunities for all children. We aim to identify children with additional learning needs or gifted and talented ability early through Key Performance data such as baseline assessment on-entry profile and continual assessment and tracking of development.

**The Curriculum**

At Ysgol Gymraeg Llundain London Welsh School we follow the Welsh Curriculum ‘Foundation Phase Framework’ for children from 3 to 7 years old. For children under 5 we also follow the English Curriculum ‘Early Years Foundation Stage’ which compliments the Welsh Curriculum approach well. Learning through play and exploring their surroundings are integral to both curriculums to allow children’s natural development. This is encouraged in our cross-curricular approach to teaching and learning and we strive to develop skills across all areas of learning to enhance their independency.

## We provide a rich programme of learning, delivered through the medium of Welsh with incidental English instruction and support. In the upper Foundation Phase, bilingual learning and teaching is structured in order to ease transition into Key Stage 2.

All the staff work as a team towards raising and maintaining standards and ensuring the happiness of our pupils. We celebrate each individuals success either academic or extra-curricular activities.

**Planning, recording and assessment**

The Foundation Phase follows a 2 year cycle of topics based on the Cornerstones scheme of work. Themes are planned to engage children throughout all areas of learning in a cross curricular approach and with regard to the National Framework for Literacy and Numeracy. They aim to incorporate children’s interest as much as possible, and provide opportunities to plan a variety of stimulating and engaging activities around the classroom. Examples of environment areas of learning include areas such as mathematical, malleable, small world, role play, construction and mark-making which provide opportunities for children to apply skills and consolidate prior learning.

Planned adult focused guided group activities occur daily, and aim to provide opportunities to work in each of the learning areas within the classrooms and outdoors. Children are informally assessed during the activities against the learning objective for the activity and recorded to inform future planning.

Assessment of children’s achievements include incidental observations, long observations (which provide a detail account of a child’s play during a 10minute period window), interaction with the child, regular discussions with key workers and all relevant staff, and on-entry baseline data.

In accordance to Early Years Foundation Stage framework, children in lower Foundation Phase have a learning journey which contains examples of their achievements and work throughout the year, and is monitored according to age-expected skills. Children in upper Foundation Phase record their progress in workbooks and afternoon theme work which provides examples of literacy and numeracy components through topic learning.

**Responsibilities**

*Whole School Responsibilities*

It is the responsibility of the whole school to ensure the following are available and achievable to support Foundation Phase learning.

* Provide a safe and nurturing environment to encourage responsible learning at the highest standard
* Ensure reasonably practical resources are available to children and staff
* Access to adequate training to all staff
* Provide support and guidance for children, families and staff
* Support class teachers in monitoring initial identification and continual development of targets
* Support staff in implementing challenges and provision
* Where possible to deliver extra-curricular clubs and activities for other areas of the curriculum e.g. sport clubs, school choir, ICT development
* Liaise with support staff, class teachers, head-teacher, parents/carers and external agencies as needed
* Ensure all relevant information is collated, recorded and updated
* Provide all relevant information is transferred should a child move school.

*Class Teacher Responsibilities*

All children, regardless of need and ability, can expect to be provided with high quality first teaching within each classroom. With support and guidance, class teachers are responsible for providing the following within the Foundation Phase:

* Provide quality first teaching within the classroom and ensure delivery of the curriculum which allows each child to experience success and extend their learning and skill to the highest possible level
* Continually challenge and stimulate learners within all lessons
* Provide opportunities for learners to develop skills alongside knowledge
* Encourage learners to become responsible and reflective students
* Identify each child’s need and skill levels and continually monitor and track development
* Closely monitor support staff support and review regularly with appropriate records
* Liaise with head-teacher and families
* Provide reports for external agencies of child’s needs or progress
* Fulfil all other duties required of a class teacher by the Code of Practice 2014.

*Practitioner Responsibilities*

All staff working within the Foundation Phase have a key role in supporting active learning in the environment. Responsibilities include:

* Establishing a stimulating environment
* Supporting learning through planned play and guided group sessions
* Extending children’s spontaneous play and incidental learning
* Developing children’s language and communication in their play
* Model social interactions
* Scaffolding and extending children’s development as appropriate to stage.

**Supporting Parents/Carers, Child and Families**

We strongly believe that young learners can truly excel through both school and home support. We establish good relationships with parents and carers to promote this aim. Parents/carers are invited to share their views on their child’s education at regular parental meetings. Whenever possible we aim to include the pupil’s view on targets and progress to encourage responsible learners.

A home contact book is used for each child in the lower Foundation Phase (3-5 years old) to ensure parents are informed and regularly updated on significant developments and progress throughout week, regardless of how small. This also encourages parents to communicate to staff about their own observations of recent developments, and to inform of any relevant information or achievements which the school would benefit from being informed of.

**Storing and Managing Information**

Information and documents are stored in line with the government guidance under the Data Protection Act 1998 (DPA) on keeping and maintaining records. Please refer to ‘Gov.UK: Keeping and Maintaining Records’ for further information.

**Training and Resources**

Provision for the Foundation Phase is funded through the school’s central fund. As needed, training for staff is either provided within school or through the Local Educational Authority’s programme. Training aims to address the understanding and potential strategies and programmes to aid young learners in the Foundation Phase.

**Complaints Procedure**

In the event of a complaint against the school, the processes within the Complaints Policy will be followed.

**Bullying**

Our ethos is to promote tolerance and independence in all our pupils. Further information is available in our Anti-Bullying policy.

**Other queries**

If you have any questions or queries about Foundation Phase policy please contact the Foundation Phase Leader or Head-teacher.

Lead Teacher / Foundation Phase Leader

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