

**BRYN COCH
PRIMARY SCHOOL
MOLD**



**Foundation Phase
Policy**

Policy adopted by Governing Body on: _____

Chair of Governors (print name): _____

Signature: _____

Review date: Spring 2021

MISSION

To achieve the highest possible standards by creating a happy, nurturing environment whilst maintaining the “warmth” that is at the heart of Bryn Coch

We want all children to have happy memories of their time with us and to be excited and motivated at the prospect of making the most of learning as they progress to secondary school and beyond to the world of work.

Introduction

This policy has been written to reflect Bryn Coch’s mission. 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 Framework which sets out in detail what the children should be taught.

The Foundation Phase places great emphasis on children “learning by doing”. Our youngest pupils are given more opportunities to gain first-hand experiences through structured play and active involvement which focus on exciting and challenging learning activities both indoors and outdoors.

Adults involvement in children’s learning is of vital importance particularly when interactions involve open questioning, shared and sustained thinking. There is a balance between structured learning through child initiated activities and those directed by adults.

Areas of Learning

There are seven areas of learning:

Personal and 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

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.

Religious Education – explore their own experiences, questions and priorities and those of other people, reflect on the value of life and be encouraged to

act responsibly towards living things in an open, challenging way through the exploration of a range of beliefs and viewpoints.

Developing Skills Across the Curriculum

Children will 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:

- **Literacy** – Oracy, Reading and Writing across the curriculum
- **Numeracy** – Developing reasoning, using number, data and measure skills
- **Thinking** – by using the processes of planning, developing and reflecting.
- **ICT** – by creating, presenting, finding and developing information and ideas.

Aims of our Foundation Phase

We will ensure that all children feel secure, included and valued.

We will help children learn and develop their thinking skills and to acquire positive attitudes towards lifelong learning.

We will aim to promote and provide support for children's holistic development, through an appropriate child centred curriculum.

We will ensure children are taught in a way that reflects their stage of development not their age and are supported appropriately.

We will establish positive relationships with parents keeping them informed and involved with the curriculum and their child's progress.

Curriculum Planning

At Bryn Coch we have a well planned curriculum in order to raise overall standards.

All curriculum planning shows that:

- the child is at the centre of all planning.
- it is broad, balanced and differentiated to cater for children who are at different stages of development
- it takes into account prior learning and attainment.
- 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.

Planning is completed using the Foundation Phase Framework. Topics are linked to texts and from pupil voice activities.

Long Term Planning –

- Each year group will map skills across all areas to ensure coverage of the curriculum.
- Continuous provision plans for key classroom areas.

Mid Term Planning –

- Skills are identified and where appropriate possible activities planned under the seven areas of learning.

Weekly Planning -

- Includes key skills for the week
- Focused activities
- Enhanced Provision plans are updated weekly
- A skill from the Digital Competency Framework.

Planning should be included in a class planning file.

Starting School

Admission arrangements

Prior to September

Local playgroups are visited by the Nursery Teacher. This enables the staff to meet with the children in a familiar informal setting and also to gain information about the child to help them to settle in.

Stay and Play

Pupils are invited to an hour session in the summer term before they start. Parents are invited to stay for a drink whilst the children are in nursery.

June

Parents are invited to a formal induction evening for sharing information.

September

The first two weeks in September are dedicated to making home visits. The Nursery Teachers and CAs make their home visits enabling them to meet the children in their home environment. This is a chance to discuss any worries or concerns parents may have about their child starting school. Medical allergies/issues can also be noted and any relevant personal information about

the child can be made while the child plays with the activities brought to the home.

Part Time Nursery

Children will also commence Full Time Nursery in a staggered intake in order to settle the children into full time routines.

Reception start

Nursery will prepare children for the transition during the Summer term through attending assemblies, visiting the playground etc. The children spend a morning and lunchtime in Reception classes during the Summer term prior to them starting FT. Parents are also invited to attend a formal induction meeting during this Summer term, the first week of the year children go home after having lunch.

Across the Foundation Phase during the end of the Summer term, class teachers will spend two sessions with their next class in their current setting to aid transition. Children in Reception up will then spend a day in their next class (Induction day).

Partnership with Parents

We believe that all parents have an integral role to play in the education of their child. We involve parents in their child's learning by;

- talking to parents about their child before their child starts in our school
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents eg home- school tasks.
- providing various activities that involve parents, i.e. regular communication with home through the home/school reading scheme, class information sheets related to themes and inviting parents to information evenings in order to discuss the kind of work that the children are undertaking
- inviting parents into the setting to talk about and be interviewed by the children on their family, jobs and pets
- encouraging parental help, such as supporting the reading carousel, gardening, regular in class support
- Parents are invited into school once a year to partake in 'Parents to lunch' sessions where they spend time in their child's class before enjoying lunch together

- there is a meeting for parents twice a year at which the parents discuss the child's progress in private with the teacher
- parents receive a report on their child's attainment and progress at the end of each school year
- parents are invited to 'meet the teacher' at the beginning of the school year
- Seesaw is used in Nursery and Reception classes to communicate with parents

Outdoor Learning

The development and use of the outdoors as a learning environment is very important for the development of all children. Each Year group in Foundation Phase has access to a dedicated outside classroom area. This enables our pupils the opportunity to enjoy learning outside across all areas of the curriculum.

The outdoor classroom reflects and is an extension of the indoor learning environment. Continuous provision areas will be set up in each outdoor area. There is a variety of differentiated resources to enable every child to make progress according to their ability. Adults will support children's learning, make regular observations and use these next steps to inform future planning.

Assessment, Recording and Reporting Achievement

Assessment is an integral part of the planning process and focuses on children's achievements and development along a learning continuum. The main purpose of assessment is for teachers to gain an in-sight into what each child knows, understands and can do in order to plan subsequent learning experiences in partnership with them.

Observational assessment is an integral part of the daily routine in Foundation Phase. Children are observed when working in continuous and enhanced provision areas. Observations are used to identify current achievement, next steps and future, child led planning.

'Seesaw' is used to record, evaluate and assess children against the skills from the framework. Children are observed by all staff, in all provision areas.

Skill Focus Assessments take place at least once a week in year one and two. These are stuck into books and are shared with children.

Statutory Assessments

On entry to school each pupil is assessed using the compact version of the Foundation Phase Profile. This focuses on Language, Literacy and Communication, Mathematical Development, Personal and Social Development, Well-being and Cultural Development and Physical Development.

The assessment includes statements from pre Outcome 1 to Outcome 6. This profile follows the pupils as they move through the Foundation Phase.

All Year 2 pupils will be teacher assessed at the end of Foundation Phase.

Staff currently report an outcome in three areas of learning:

Language, Literacy and Communication.

Mathematical Development

Personal and Social Development, Well-being and Cultural Diversity

Year 2 pupils are also required to undertake a National Reading, Procedural and Reasoning tests in May.

Internal Assessments

Reception assess the children against the full profile at the end of the school year. This document is used to track progress and to identify next steps in learning.

Staff in each year group highlight the completed Outcome statement in a pre-determined colour.

From Nursery, pupils are assessed on their Read, Write Inc Sounds knowledge each term. Groups are identified from this.

Children from Reception to Year 2 complete one unaided writing assessment at the beginning of each half term.

Year 2 pupils are involved with more formal testing including spelling, reading and numeracy tests. (See Assessment Policy for further detail).

Teaching Numeracy

Nursery – cover a maths skill over the course of a week, with one focus activity on the carpet. Enhanced provision supports the skill of the week and other skills learnt. Daily mental maths sessions via songs and use of puppets cover counting and other mathematical skills. Enhanced provision of numeracy is taught across the indoor and outdoor areas which either introduces a skill or consolidates previous learning.

When a child is struggling with a skill and needs further consolidation a home achievable target is given for parents to work with. Over the year the children are grouped to support and challenge.

Reception – daily maths carpet session which teach specific skills are differentiated with one group working with CA. There is at least one maths focus activity with an adult a week. Must do tasks are built up through the year. Numeracy skills are developed through enhanced provision in the indoor and outdoor areas which consolidates previous learning. When a child is struggling with a skill and needs further consolidation a home achievable target is given for parents to work with via Seesaw.

Year 1 - daily maths carpet session which teaches specific skills. Focus activities take place at least twice a week. Maths challenge tasks occur on the days when the children are not involved in a maths focus activity. Enhanced provision of numeracy is taught across the indoor and outdoor areas which consolidates previous learning. When a child is struggling with a skill and needs further consolidation a home achievable target is given for parents to work with. Mental maths sessions are delivered during the school week and focus on skills.

Year 2 - Focus activities take place at least twice a week. Assertive maths is used in the year group and is used to group children in the class for individual teaching. Maths challenge tasks occur on the days when the children are not involved in a maths focus activity. Enhanced provision of numeracy is taught across the indoor and outdoor areas which consolidates previous learning. Mental maths sessions are delivered during the school week and focus on skills.

Teaching Literacy

Nursery

Oracy – skills are addressed through all of the seven areas. There is a planned focus activities develop more specific skills.

Reading – books are available, adults support children through enhanced and continuous provision with early reading skills. Teacher shares a daily story which is used to teach more specific reading skills. Read, Write Inc is introduced in small groups after Christmas with the children who are ready. By the end of nursery, all children will have made progress with reading depending on their ability.

Writing – Activities are available across the indoor and outdoor classrooms. Specific enhancements are planned and developed based upon children's interests and needs. Writing skills are developed through focused tasks and children provided with opportunities to consolidate these skills through continuous and enhanced provision. When children are ready, letter formation is taught each week through Read Write Inc sessions.

Reception

Oracy – skills are addressed through all of the seven areas. There are planned focus activities developing more specific skills.

Reading – books are always available in continuous provision. Adults support children through enhanced and continuous provision with early reading skills. Teacher shares a daily story which is used to teach more specific reading skills. Pupils have a daily Read, Write Inc session, grouped according to their learning needs. Whiteboard activities are used daily to

reinforce phonic knowledge. By the end of the year the majority of children should recognise Sound Set 1 and some of Sound Set 2 and are able to blend. Pupils access pre reading games and activities to enhance learning at home. High frequency words are given to pupils who can blend. Pupils who are not ready for a reading book have library books to share at home in the Summer term.

Writing – Activities are available across the indoor and outdoor classrooms. Specific enhancements are planned each week. Writing elements are taught through focused tasks and children are provided with opportunities to consolidate through continuous and enhanced provision. Letter formation is taught each week through Read Write Inc sessions.

Year 1

Oracy – skills are addressed through all of the seven areas. There is a planned focus activity which addresses more specific skills, talking partners are introduced throughout the year.

Reading – class books are available in continuous provision. Adults support children through enhanced and continuous provision with early reading skills. Teacher shares a story at least twice a week, which is used to teach more specific reading skills. Pupils have a Read, Write Inc session 4 times a week, one of these sessions is longer and the focus is the sound of the week. Children are grouped across the year group. By the end of the year the majority of children should recognise Sound Set 1, 2 and some of 3 and should be reading sage 5 Oxford Reading Tree. Reading books are sent home daily, children are supported with reading on a daily basis by an adult or Year 6 peer reader.

Writing - Focus activities take place at least twice a week. Children write daily in a variety of areas across the curriculum. Children have opportunities to write both indoors and outdoors. Read, Write Inc is used to teach letter formation. Must do tasks are used to consolidate writing skills. When a child is struggling with a skill and needs further consolidation, a home achievable target is given for parents to work with.

Year 2

Oracy – skills are addressed through all of the seven areas. There is a planned focus activity which addresses more specific skills. Think, pair share activities are used across the curriculum and pupils take a lead in the Harvest Service.

Reading – each class has a book nook. Reading books are sent home daily, pupils independently choose their own books from within their correct level. Reading activities for example comprehension, use of dictionaries etc are taught throughout the year. Teachers share a daily story which is regularly

used to teach more specific reading skills. Pupils have Read, Write Inc sessions, grouped according to their learning needs. By the end of the year the majority of children should know all the sounds from Set 1, 2 and 3 and be on stage 9/10 Oxford Reading Tree.

Writing

Focus activities take place at least twice a week. Children write daily in a variety of areas across the curriculum. Children have opportunities to write both indoors and outdoors. Read, Write Inc is used to teach letter formation. Must do tasks are used to consolidate writing skills. Pupils have a handwriting book which is used on an individual basis. When a child is struggling with a skill and needs further consolidation, a home achievable target is given for parents to work with.

Additional Learning Needs

The fundamental principles which underpin our Additional Learning Needs Policy are;

- A child with additional learning needs should have their needs met
- The additional learning needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be afforded full access to a broad, balanced and relevant education; the Foundation Phase Curriculum.

(Special Educational Needs Code of Practice for Wales – National Assembly for Wales 2002)

As a point of policy Bryn Coch Primary School will therefore strive to:

Ensure the culture, practice, management and deployment of resources within the school are designed to ensure that all children's needs are met

Work with the LEA to ensure that a child's additional learning needs are identified quickly

Exploit best practice when devising interventions

The wishes of the child are taken into account when providing for ALN provision, in light of the child's age and understanding

Interventions for each child are reviewed regularly to assess their impact, the child's progress and views of the child, their teachers and their parents

Foster close co-operation between all agencies concerned in ALN delivery and support the multi-disciplinary approach to the resolution of issues

Most of our support for pupils who have Additional Learning Needs occurs in class. The class teacher will plan appropriate provision which caters for the child's individual needs. This could be of a learning, emotional or physical

nature, this may be supported by classroom assistants. When appropriate, advice is sought from ALNCO and the child may have an IEP/IEP(B). In addition, pastoral or learning support staff may support children with additional learning needs in class.

Children in Year 1 and 2 may be withdrawn for individual/ group tuition on a specific aspect. Eg. Speech and language, phonics.

There is always close liaison between ALNCO/ support staff and the class teacher.

Individual Education Plans (IEPs) are reviewed and agreed with children and their parents at least twice during an academic year. Plans are signed by parents.

We strive to identify, support and extend the skills of the More Able and Talented child. We firstly call on the expertise and specialisms within our own staff to challenge the pupils and if deemed necessary would call upon the officers from the LEA to give additional support and advice.

Transition to Key Stage 2

Moving from Foundation Phase to Key Stage 2 is a big step for many children. During the Summer Term Year 2 pupils take part in the PALS project, spending some time in the Junior Department to familiarise themselves with the layout of the area, the staff and the new routines. Parents are given the opportunity to attend a transition meeting, where they can meet the Year 3 teachers, visit the classrooms and ask any questions regarding their child's transition to the 'Juniors' Year 2 and Year 3 staff liaise closely to share information which could further improve the transition of Year 2 pupils into Year 3; including assessment data, issues surrounding well-being, progress with Read, Write Inc and Reading, as well as Mathematical work covered and ability groupings.

Equality

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 and Talented children.
- facilitating equal access to activities by all children.
- supporting children with Additional Learning Needs as appropriate.
- providing additional support from adults.
- adapting 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 the child's home language.
- providing a range of opportunities for child to engage in speaking and listening activities in English with peers and adults.