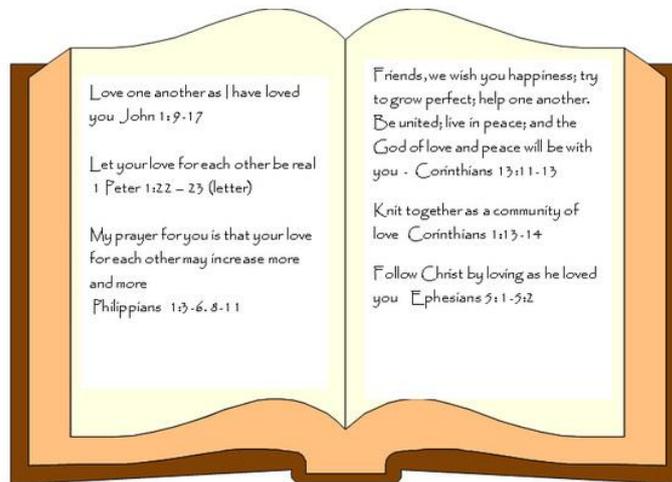


33. Foundation Phase Policy

Policy Valid until Spring 2022
Policy owned by the
Leader of Learning in the Foundation Phase

Grow in Love



St Joseph's Catholic Primary School

Mission Statement

For and on behalf of the Board of Governors

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Headteacher

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Date:

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Policy status

This policy is reviewed on a Tri-annual basis.

Consultation

This policy was established and reviewed by all school staff in consultation with the governing body.

Purpose

- The purpose of the Foundation Phase Curriculum is to provide a suitable and integrated approach for young children's learning.
- The Foundation Phase aims to provide a broad, balanced and differentiated curriculum and through appropriate planning, active learning, pupil voice and structured experiences in the areas of Areas of Learning children should grow, develop and progress in their development.
- The Foundation Phase curriculum will encompass the developmental needs of children and at the centre of the statutory curriculum framework lies the holistic development of children and their skills across the curriculum, building on their previous learning experiences, knowledge and skills.
- The Foundation Phase curriculum will promote equality of opportunity and values, and will celebrate diversity.
- The development of children's self-image and feelings of self-worth and self-esteem are at the core of this phase in children's learning.
- The Foundation Phase curriculum will be appropriate to their stage of learning and not focused solely on age-related outcomes to be achieved.
- The Foundation Phase curriculum will encourage children to develop their natural curiosity, their desire to experiment and explore in the indoor and outdoor learning environment, take risks and problem solve, therefore promoting discovery and independence and allowing children to develop an understanding of themselves and the world in which they live
- The curriculum provided will meet all the requirements of the '7 Areas of Learning' for Foundation Phase as directed by Welsh Government.

General Objectives

- To provide a safe, secure and nurturing learning environment.
- To provide learning opportunities through direct, practical experiences.
- To encourage children to develop their self-esteem, their personal beliefs and moral values.
- To promote positive attitudes and foster an understanding that others have differing needs, abilities, beliefs and views.
- To support the cultural identity of all children, to celebrate different cultures and help children recognise and celebrate their own culture and appreciate the value and diversity of cultures and languages that exist in a multicultural Wales.
- To support children to become confident, competent and independent thinkers and learners both in the indoor and outdoor environment.

Roles and responsibilities of Curriculum Leader/Headteacher

The Coordinator will:

- Lead the development of the Foundation Phase curriculum in the school.
- Provide guidance to individual members of staff.
- Lead one staff meeting per year on agreement trialling and one meeting on new developments etc. (dependent on School Development Plan)
- Review and monitor success and progress of the planned units of work.
- With the support of link governors for each Area of Learning, monitor progress and advise the Headteacher and governors on action needed.
- Take responsibility for the purchase and organisation of central resources for the subject.
- Keep up to date with developments in the areas of learning and disseminate information to colleagues at Foundation Phase Staff Meetings.

Roles and responsibilities of other staff

Children will be taught by their assigned teacher in the Foundation Phase

- They will plan effectively to develop skills within and across all areas of learning in accordance with schemes of work and literacy and numeracy guidance.
- They will monitor and assess the progress of skills and report to parents in line with school procedures.
- Staff will regularly update appropriate tracking data for their pupils and meet requirements for assessment by Welsh Government.

Roles and responsibilities of the Governing Body

- The governing body is responsible for monitoring this policy.
- Members of the governing body will link with Areas of Learning leaders to monitor the way the areas of learning are taught.
- The designated governor will work with the Foundation Phase Leader to ensure that this policy is reviewed and shared with the governing body according to review schedule.

Implementation

Where appropriate the development of subject skills are incorporated in the planning and delivery of the various themes within the Foundation Phase and we will endeavour to exploit other school activities throughout the year to further develop learning in this area e.g. workshops, outdoor adventurous activities, school trips and competitions etc.

Teachers plan activities on a weekly basis to deliver the content of their schemes of work. This planning is monitored by the head teacher. Teaching and learning is monitored by the head teacher and the Foundation Phase Leader.

Aims – Children to achieve Outcomes 5 or 6 at the end of the Foundation Phase. We aim to increase the percentage of children achieving Outcome 6 each year.

Equal Opportunities

All children have access to a broad and balanced curriculum.

The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis. (see Equal Opportunities and Race Equality policies for further information)

Additional Learning Needs

Pupils recognised as having additional learning needs are given close attention. When monitoring these children's progress, less weight will be given to the standard of their written work, and ephemeral evidence of progress will be looked for and recorded. In the teaching and learning of more able and talented children staff will support and guide the pupils to extend, challenge and enrich their thinking, understanding, skills and knowledge through differentiated tasks.

Curriculum Cymreig

In this subject pupils should be given opportunities, where appropriate to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Personal and Social Education

Learners are given opportunities, where appropriate;

- to promote their health and emotional wellbeing
- to promote their moral and spiritual development
- to become active citizens
- to promote sustainable development
- to prepare for lifelong learning

This policy is available on the school website, and in translation, on request.