

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR FOUNDATION PHASE



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Policy Review

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

Introduction

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

The Foundation Phase is a distinct curricular stage within the curriculum for Wales and provides the essential steps to ensuring a firm foundation for learning.

The importance of the early years is valued by all. We are fully committed to the needs of our young children.

We aim to provide rich learning experiences to enable all children to progress and develop to the best of their potential.

Purposes and Aims of the Policy

- to highlight the needs of the early years
- to show the value of the early years
- to develop a framework for good early years practice
- to develop quality experiences for the young children, that are based on their needs
- to inform
- to set high expectations of all
- to give direction and support for the early years
- to establish firm foundations for learning.

Aims

- to offer broad and balanced experiences set within a Welsh culture
- to create an interesting and stimulating learning environment, offering total communication
- to offer a multi sensory environment
- to create a safe and secure environment
- to capitalise on the young children's individual interests and experiences
- to value each child as an individual
- to foster a sense of importance and self confidence
- to encourage children in all of the areas of learning with a focus on communication
- to promote independence
- to celebrate all achievements of all the children
- to encourage a positive attitude to learning and to school
- to encourage co-operation and mutual respect.

Roles and Responsibilities

All members of the teaching staff have a responsibility for the teaching of Foundation Phase and they need to ensure that their knowledge is continually updated. The school has a Foundation Phase coordinator. The role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for Foundation Phase and relevant ICT resources;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits, exhibitions and courses;
- collaborate with colleagues in other schools.

The Importance of the Foundation Phase of Education

The Foundation Phase is placed as a progressive curriculum that spans age 3-7 years to meet the diverse needs of all children.

Attitudes and behaviour that are at the heart of learning are formed during this early stage. It is vital that the experiences offered to the children will capitalise on their abilities and needs if firm foundations are to be established.

Characteristics of Early Years Children

A child's 'early years' are a period when he/she is particularly receptive to learning and are active and curious about their world.

The needs of their intellectual learning and social/emotional development are not compartmentalised, indeed they are interrelated. We need to offer support and care as an underlying feature of their experiences. This is vital in order that the children may feel secure and to maximise their all round development. Young children need to feel secure and they need familiarity.

How Young Children learn: Basic Principles of Good Foundation Phase Practice

- the importance of play in early years learning must be recognised
- young children need space to move about and to explore
- they need to feel valued; high self-confidence and a feeling of security and familiarity underpin productive learning

- young children need to be motivated and stimulated. They need to be challenged at a level relevant to their interests and capabilities
- planning should consider the needs of young children so that all activities are relevant
- we need to promote independence and engender a growing responsibility for children's own learning
- there should be plenty of opportunities for communication at an appropriate level with a variety of communication situations – between the children and with adults
- focusing on what young children can do is a firm basis for effective planning
- children need to be able to learn through first hand experiences – they learn most effectively by doing
- children's inherent curiosity in the natural world and their environment is a learning potential to be built upon as is the cultural heritage that we enjoy in Wales
- they need to be able to use their senses and experience tactile activities
- young children need time to develop their thinking and to experience activities
- all learning and experiences should be fun.

The Importance of Play in the Foundation Phase Curriculum

A paramount feature of young children's learning is that of play. Play underpins learning in the early years. Children learn to take risks through play. Skills, attitudes, concepts, knowledge and understanding can all be developed through play as well as social, emotional and physical skills. Children explore and learn about new situations in their play. Play and communication are the main ways that children learn and discover about themselves, others and their world.

In order for play to be valued and for children to receive quality experiences we need to ensure that:

- play is rigorously planned for
- there are opportunities for both structured and unstructured play
- children are encouraged to reflect upon and develop their play
- play is carefully observed in order to appropriately plan and extend learning
- adults participate in play – but are sensitive to the needs of the children
- the children are allowed time to develop their play
- play should include opportunities for children to work on their own, in pairs and in groups
- they can ask questions, express discoveries and talk to an adult about their play

Through play children practice and consolidate learning. In their play young children learn to:

- solve problems
- share and negotiate
- communicate and develop language skills
- develop self confidence
- predict, apply and test skills
- investigate and explore
- be imaginative and creative
- order and sequence

- have ideas

The Learning Environment

We aim to offer a secure and stimulating environment that offers children quality experiences.

We:

- offer a welcoming, friendly environment which respects every child as an individual
- ensure the room is aesthetically pleasing
- offer space both for the indoor and outdoor curriculum
- ensure that space is safe and clear
- encourage autonomy and a sense of responsibility; allow children access to the resources
- ensure that resources and equipment are clearly labelled; offer a 'user friendly' environment
- offer as much choice of quality resources as is possible within the limits of the group
- respect young children's unique needs
- offer a broad and balanced curriculum set within a welsh dimension and through a multi sensory environment
- offer continuous provision as well as enhanced provision through thematic approach
- offer a total communication environment using speech, sign, symbol, objects of reference as appropriate to each individual child
- deliver the curriculum through a cross-curriculum approach based on topics.

The Outdoor Environment

The outdoor environment offers an extended teaching area.

Safety surface areas are provided for pupils within a fenced and secure perimeter. Playground markings have been developed in conjunction with the health promotion initiative and Maths co-ordinator to enhance the outdoor environment.

A summer-time grassed area is available to pupils via the ramp to the school field. The sensory garden and wildlife gardens are secure areas for outdoor learning.

The Foundation Phase Curriculum

A child's learning in the early years is not divided into subjects. They learn through a broader base of experiences.

To ensure a broad and balanced curriculum, experiences are divided into 7 areas of learning. The full description of the seven areas of learning can be found in "Framework for Children's Learning for 3-7 year olds in Wales" WAG 2008. A brief summary of each area follows.

Language and Literacy and Communication Skills

Children

- have an ability to communicate through objects of reference, sign, symbol, communication aid, and speech, including listening skills;
- explore objects and associate labels and functions;
- have an enjoyment of books and an ability to share them;
- are able to make marks, draw and begin to write;
- recognise that print is used to carry meaning.

Mathematical Development

Children

- begin to sort, match, order and count a variety of objects;
- can begin to develop mathematical language;
- begin to extend spatial awareness;
- begin to develop ideas of pattern, shape and measures.

Knowledge and Understanding of the World

Children

- learn about their locality – home and school;
- learn about their lives – past, present and future;
- develop an awareness of life in the past;
- begin to observe closely;
- handle and experience tactile materials
- begin to observe and describe similarities and differences
- can explore ourselves, living things, the physical environment;
- begin to ask questions Why? How? What? And suggest explanations;
- begin to carry out practical investigations;
- begin to learn about tools and materials and make appropriate choices;
- begin to use new technology.

Creative Development

Children

- handle a range of art materials e.g. paint, clay;
- experience imaginative play
- express themselves through 2D and 3D creative activities;
- experience, participate express themselves through dance, drama and music;
- develop relevant skills and techniques;
- respond to the creations of others (art and music).

Physical Development

Children

- take part in physiotherapy exercises;
- develop gross and fine motor control;
- develop spatial awareness/body awareness;
- develop co-ordination;
- develop an awareness of health;
- run, jump, climb, balance and use small apparatus with increasing confidence and control.

Personal and Social Development, Well being and Cultural Diversity

Children

- work and play together co-operatively and constructively;
- have an awareness of and respect for self and others;
- learn that different codes of conduct exist;
- experience being a member of a group;
- develop a sense of awe and wonder;
- develop a sense of right and wrong; fairness and justice;
- encounter religious experiences.

Welsh Language Development

Children

- will develop their welsh language skills progressively and as appropriate to their level of ability
- will listen to welsh being spoken
- will respond appropriately in familiar situations
- develop mark making and begin to write where appropriate
- recognise that print is used to convey meaning

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology. In fieldwork they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

The Role of Parents

We greatly value parent's contribution to their child's education and seek their support with Individual Education Plans. We also feel that it is vital that we listen to parents and talk about their children to enable us to get an informed picture of the whole child. This is important if we are to offer relevant learning experiences.

We need to continue this discussion and involvement of parents. We have various strategies for home/school links:

- the Head meets with all parents prior to their child starting school
- the school prospectus helps parents to understand their child's school life
- termly parents meetings together with a written annual review report and meeting show progress
- parents are asked to ring to make an appointment or send a note in the home school book so that teachers can make arrangements to be able to talk with parents
- parents are also encouraged to join the friends of the school and contribute in this way to the life of the school if they are able
- parents are welcome into school to talk with the teacher
- a termly IEP is discussed and shared with parents.

Resources

Space is a vital provision pupils currently access to a large classroom space and a wide range of resources which provide for quality teaching and learning experiences.

The school is a training base for NVQ2 and NVQ3 students and is in partnership with PRP Training .

The governing body provide a speech and language specialist to support pupils in the school on a weekly basis.

Organisation

Portfield School admits Foundation Phase pupils in accordance with County Council policy.

All pupils have a 'statement of their Special Educational Needs' or are in the process of receiving a statement and are admitted following the decision of the LEA Inclusion Panel. Usually pupils are admitted at the start of the term following their 3rd birthday. Pupils are actually admitted on a part-time basis. The school morning session starts at 9.00 a.m. and finishes at 12.00 a.m. Due to the distance that some pupils travel some pupils may be admitted for the full day which starts at 9.00 a.m. and ends at 3.15 p.m. Flexible arrangements usually exist to suit individual pupil needs for 3 year olds with all children being encouraged to stay for the full day at 4 years of age. All pupils must statutorily attend the full day at 5 years. Parents are invited to bring pupils to spend short periods in school prior to entry.

All staff in the Foundation Phase have received foundation phase training from the LEA. Each foundation class is staffed by a teacher and support staff trained to NVQ 3 standard and a number of suitably experienced LSA's. The staff supervise and support the children at all times and in all areas. Children are assisted at lunchtime by a Lunchtime Supervisor and support staff.

A Communication Assistant provides specialist speech and language support to pupils within the foundation phase, guided by the speech and language therapist

Foundation phase organisation caters for some pupils with profound and complex needs and activities are based around sensory experiences, maintaining and developing sensory awareness using programmes such as sensology and Tac Pac. For a large number of these pupils physio therapy is a major aspect of their day and takes place daily in class and is monitored by the School's physio therapist.

A second group of pupils requiring specialist provision are those pupils diagnosed with ASD where appropriate, class routines reflect the needs of these pupils, focusing on structured routine, visual timetabling and communication.

Classes focus on literacy and numeracy programmes in the morning. The afternoons are allocated to "plan do review" sessions and thematic work.

Equal Opportunities

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration in the planning and delivery of lessons and activities. Provision should be made to enable the use of switches, IT communication aids etc. and the development of and support given by staff.

Health and Safety

It is the responsibility of all staff, pupils to be aware of Health and Safety issues in relation to pupils education. Positive attitudes should be developed towards personal safety and that of others when using equipment. Any issues arising should be brought to the attention of the Head teacher/ Health and Safety Officer and a risk assessment carried out.

Literacy Framework (LNF)

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, the study of Foundation Phase to develop and apply the three strands.

Numeracy Framework (LNF)

There are four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in the study of Foundation Phase to develop and apply skills in the four strands.

Assessment

Parents are asked to fill in an entry profile about their child to provide us with basic details.

All children are assessed during the first 6 weeks of entry on a range of assessment profiles. These may include the communication matrix, Derbyshire language assessment, P Levels, Routes for Learning and developmental check lists. All pupils are reassessed every March. At the end of the foundation phase pupils will be assessed in the Foundation Phase outcomes using the foundation phase profile.

Differentiation

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

Planning

All pupils follow the planning arrangements for the school. The school has devised its own curriculum to meet the needs of Portfield pupils. The schemes of work focus on skills and knowledge and the curriculum is written under the 7 areas of learning which teachers then deliver through themes in a cross curriculum approach. The levels provided through the SOW are flexible to cater for a range of needs. Scheme of work is in a 2 year cycle and links to routes, outcomes and key skills.

Planning has been developed in consultation with Foundation Phase Advisor.

Long Term Planning includes:

- Outdoor continuous provision
- Indoor continuous provision.

Medium Term Planning - Foundation Subject Planning includes:

- IEPs
- LNF targets and RFL targets
- Outdoor enhanced provision
- Indoor enhanced provision
- Revised area of learning - coverage sheet for LNF

Teachers Short Term Planning

Implementing, Monitoring and Evaluating the Policy

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?

- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

Cycle of Topics

Year 1 of cycle	2014/15 Nursery/Reception	2015/16 Year 2 of cycle	Nursery/Reception
Myself (Autumn) RRS 12, 13, 14	The Gingerbread man "Me" books Poem- see Poetry file folder for ideas Reading Eggs website – Big Books	Colour (Autumn) RRS 23	Brown bear brown bear what can you see? Non fiction Poem- see Poetry file folder for ideas Reading Eggs website – Big Books
Homes (Spring) RRS 23, 27	Goldilocks and the three bears Non fiction – "My house" Poem- see Poetry file folder for ideas Reading Eggs website – Big Books	Transport (Spring) RRS 23	Postman Pat stories Thomas the Tank Engine stories Poem- see Poetry file folder for ideas Reading Eggs website – Big Books
Out and about (Summer) RRS 31	We're going on a bear hunt Alone in the woods – Ian Beck Lofty goes to the seaside. Poem- see Poetry file folder for ideas Reading Eggs website – Big Books	Animals and plants (Summer) RRS 23	I love animals Little red hen The hungry caterpillar (Eric Carle) Poem- see Poetry file folder for ideas Reading Eggs website – Big Books

	2014/15 Year1/Year2	2015/16	Year1/Year2
Myself (Autumn) RRS 12, 13, 14	Alfie books How do you feel? Poem- see Poetry file folder for ideas Reading Eggs website – Big Books	Colour (Autumn) RRS 23	Elmer Non fiction Grandpas handkerchiefs Poem- see Poetry file folder for ideas Reading Eggs website – Big Books
Homes (Spring) RRS 23, 27	The three little pigs What's the time Mr Wolf Non fiction Poem- see Poetry file folder for ideas Reading Eggs website – Big Books	Transport (Spring) RRS 23	Mr Gumpys Outing Trouble with tippers/trucks Poem- see Poetry file folder for ideas – Dads old car (see shared folder) Reading Eggs website – Big Books
Out and about (Summer) RRS 31	Little Bean's Holiday, by John Wallace. Barnaby Bear Poem- see Poetry file folder for ideas	Animals and plants (Summer) RRS 23	Dear Zoo Lofty goes on safari Poem- see Poetry file folder for ideas Reading Eggs website – Big Books

	Reading Eggs website – Big Books		Books
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