

# Mount Street Nursery & Infants School



## Foundation Phase Policy

<b>Date</b>	<b>March 2021</b>
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# **Mount Street Nursery and Infant School**

## **Foundation Phase Policy**

The Foundation Phase refers to children from the ages of 3 to 7. We aim to enable the child to feel secure in the transition from home to school and to be happy and contented in the school environment.

The Foundation Phase encompasses the developmental needs of children. Central to this lies the holistic development of children and their skills across the curriculum. We aim to provide a curriculum, which is broad and balanced, providing the spiritual, moral, social, emotional, intellectual, physical and cultural development of the child. The curriculum enables children to develop skills, attitudes and understanding to prepare them for continuing education. All children are individuals and at Mount Street Infant School are considered as such in the light of their personal development, dependent on age, aptitude and ability.

The organisation of the Foundation Phase contributes to all areas of development. It meets the needs of all young children and ensures equal opportunities in respect of gender, race or special educational needs.

### **Aims**

We aim to provide an enriched setting to meet the needs of each child through providing an environment which: -

- promotes a sense of self-esteem.
- enables each child to form relationships with his/her peer group and adults.
- encourages communication skills and the ability to express feelings.
- encourages an awareness of the needs of others.
- develops concentration and listening skills.
- develops language and reasoning skills.
- enables him/her to gain increasing control over his/her body.
- encourages independence and a sense of responsibility.
- provides opportunities for experiential learning.
- raises children's standards of achievement.
- enhances a positive attitude to learning.
- helps children to become active citizens within their communities.

We provide a secure and stimulating environment in the classrooms which supports all developing skills as the children participate and enjoy all play opportunities, enabling them to develop and learn through first hand experiences and through dialogue with other children and adults. The use of the outdoors for learning is important and all children are given opportunities to participate in Forest School activities.

The Foundation Phase is holistic with the child at the heart of the planned curriculum. There is a clear balance between structured learning through child-initiated activities and those which are teacher led. An active learning approach is used to enhance and extend the children's development. The curriculum

is planned and organised to develop the children's knowledge, understanding and skills in the seven areas of learning.

### **Personal and Social Development, Well- Being and Cultural Diversity**

Personal and Social Development, Well- Being and Cultural Diversity are at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors.

The Children: -

- **show confidence and ability to establish effective relationships with other children and adults** – children's self-esteem is of utmost importance and we value every child as an individual. The caring atmosphere in all classes helps develop children's confidence and respect. The children are taught to care for each other and to respect property. Adults are encouraged to listen and converse with the children at all times and to value the child's work. Work is carefully displayed giving the children ownership of their environment.
- **work as part of a group and independently** – children are given every opportunity to work as part of a group especially in the many and varied structured play activities. The children are encouraged to become more independent of adult support as they grow in confidence and maturity.
- **be able to concentrate and persevere in their learning and to seek help where needed** – concentration and perseverance often extend when the child is involved in a self-chosen activity and to this end the class organisation is important.
- **show an eagerness to explore new learning, to initiate new ideas and to solve problems** – children are encouraged to work independently and in groups and are given a wide variety of activities such as investigation corners, visits etc which enable them to solve problems and to discuss ideas together and with an adult.
- **demonstrate independence in the selection of an activity or resource and in dressing and personal hygiene** - the classrooms are arranged in such a way that the children have easy access to all equipment. During Plan/Do/Review activities the children take responsibility for their resources and for putting everything away after the completion of the task.
- **are sensitive to the needs and feelings of others and are able to respond positively to a range of new cultural and linguistic experiences** – Welsh culture is taught through celebrations, hearing spoken Welsh language, learning to speak it and singing a variety of Welsh songs. We are very fortunate to have many Nepalese pupils in the school and all children celebrate many aspects of their culture. Other festivals are also celebrated when appropriate e.g. Chinese New Year, Holi, Diwali and Dashain.
- **express their own feelings and behave in appropriate ways and are able to take turns and share fairly** – children are given responsibility during milk and snack time. The Helpwr y dydd gives out the milk and hands around the fruit. The children are encouraged to share with each other and discussions take place during circle time.

## **Language, Literacy and Communication Skills**

Children are immersed in language experiences and activities. They are encouraged to communicate their needs, feelings and thoughts, retell experiences and use their communication skills during their many play activities. Children are encouraged to listen and respond to others. They have many opportunities to choose and use reading materials. Children are given a wide variety of activities to encourage mark making and writing experiences.

**Oracy** – Children are given many opportunities to experience activities in the indoor and outdoor learning environments. They are encouraged to engage as individuals and in groups to talk for different audiences. Children are given the opportunities to participate in role-play, drama activities, imaginative play and performances of varying types. Vocabulary is extended through activities that encourage an interest in words. Children new to English are immersed in the spoken language, hearing good examples from their peers and adults in the school.

**Reading** – Children hear a variety of stories and are introduced extensively to books and words around them. They are encouraged to read aloud their own work and range of texts to different audiences. The children are given the opportunities to read and share books and texts written by a variety of authors including stories, poems and fact books that are challenging in terms of length and vocabulary.

**Writing** – Children are given a wide range of activities to write both in the indoor and outdoor learning environments. They are given many opportunities to write independently and collaboratively in response to a variety of stimuli that are of interest to them including stories, poems, class activities and personal experiences. They write for different audiences including peers, family members, staff and themselves.

## **Mathematical Development**

Children develop their skills knowledge and understanding of mathematics through oral, practical and play activities. They enjoy using and applying mathematics in practical tasks and in real-life problems both in the indoor and outdoor environment.

**Number** – Children use numbers naturally in their play and in their daily activities. The children learn to understand number and number notation. They learn to count, read, write, compare and order numbers and appreciate the conservation of number. They begin to calculate in a variety of ways and investigate patterns and relationships between addition and subtraction, multiplication and division and between halving and doubling.

**Measures and Money** – The children are taught to compare and order two or more objects in terms of mass, length, height by direct observation. They use non-standard units for comparison and see the need for standard units of measure. Children choose units and measuring equipment appropriate to a task. Children learn the days of the week, months and seasons. They gradually read the time to the quarter hour on an analogue clock and relate this to digital time. They develop an awareness of money and its value through role-play and begin to recognise and use coins, find totals and give change.

**Shape, position and movement** – The children learn to understand and use the properties of shapes. They recognise the similarities and differences of 2D and 3D shapes and learn the names of the more common shapes. The children learn and use the properties of position and movement during their own physical activities. They progress to understand an angle as a measure of a turn and recognise whole, half and quarter turns.

**Handling data** - The children are given opportunities to sort and classify objects using one or more criteria. They learn to represent collected data initially using real objects, pictures or diagrams progressing to a variety of simple charts, graphs, diagrams, tables or databases.

## **Welsh Language Development**

This area of learning focuses on children learning to use and communicate in Welsh to the best of their ability. Welsh is incorporated into activities throughout the day. The children follow commands, learn colours and numbers, record the weather every day and sing numerous songs which reinforce these. The children's oral experiences are used to develop their reading skills and they are encouraged to choose and use Welsh reading materials. The children are given a range of opportunities to develop their writing skills in Welsh.

The children learn about Wales, their locality, customs, stories and legends and events. These are covered through topic work and by celebrating events as they happen e.g. the school Eisteddfod on St. David's Day.

## **Knowledge and Understanding of the World**

Children are given many opportunities to experience the familiar world through enquiry, investigating the indoor and outdoor environment. They are given experiences, which help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things and the work people do. Children are encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. The children's skills are developed across all areas of learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

**Places and people** - The children learn where their locality is and learn about distance and how to follow directions and routes. They can use and make simple maps and identify natural features. Children are given the opportunity to investigate how places change and to recognise how people's actions can improve or damage the environment.

**Time and people** – The children begin to identify differences between ways of life at different times. They begin to use a range of historical sources and look at different representations and interpretations of the past.

**Myself and other living things** - The children learn the names and uses of the main external parts of the human body and plants. They are given the opportunity to identify similarities and differences between themselves and other children and learn about the senses that humans and other animals have.

**Myself and non-living things** - Children experiment with everyday objects and use their senses to sort them into groups according to simple features. They are taught to distinguish between made and natural materials. They begin to understand that light comes from a variety of sources and that there are many sources of sound.

## **Physical Development**

Children's physical development, enthusiasm and energy is promoted by helping them to use their bodies effectively, encouraging spatial awareness, balance, control and coordination and by developing fine motor and manipulative skills. The children are given the opportunities to develop their gross and fine motor skills, physical control, mobility and an awareness of space using large and small equipment across all areas of learning indoors and outdoors. They are introduced to the concepts of health, hygiene and safety, the importance of diet, rest, sleep and exercise.

**Adventurous and physical play** – Children develop an understanding of how their bodies move and are able to move safely with increasing control. They explore and investigate their indoor and outdoor learning environments and develop their fine and gross motor skills through practical activities.

**Health fitness and safety** - The children are taught to recognise the effects that exercise has on their bodies and understand that regular exercise improves health and fitness. They begin to become aware of the dangers and safety issues in their environment.

## **Creative Development**

Children's natural curiosity and disposition to learn are stimulated by everyday sensory experiences both indoors and outdoors. They are engaged in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. The children are given opportunities to explore a wide range of stimuli and to develop their ability to communicate and express their creative ideas.

**Art, craft and design** – Creative art, craft and design activities enable children to explore and experiment with a variety of materials and techniques and express themselves freely.

**Music** - The children explore a range of sound sources and experiment with different ways of making and organising sounds. They learn a range of songs and play simple rhythmic and melodic patterns on a variety of instruments.

**Creative movement** - The children explore and express a range of moods and feelings through a variety of movements and develop their responses to different stimuli such as music, pictures, words and



ideas. They work individually, with partners or small groups to pretend, improvise and think imaginatively.

## **Religious Education**

Through Religious Education in the Foundation Phase children are given opportunities to explore their own experiences and those of other people. They will 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 view points. We aim to help the development of honesty, fairness, truthfulness, values and respect. Children are given opportunities to understand right from wrong and to explore feelings such as anger, sorrow, happiness etc. These are taught through Assemblies, R.E. lessons, group activities, and role – play as well as meal times and playtimes. Parents/Carers have the right to withdraw their children from Religious Education.

## **Assessment**

Assessment in these formative years is on going as the children meet various milestones and the information is used in planning and is reflected in the provision of suitable activities. Effective professional observations forms an integral part of the daily routine where teachers will find out what the children already know and will use this information to move their learning forward. The variety and range of activities and situations experienced by the children allow the teachers and support assistants many opportunities to collect different information about their progress. Such Assessments include: -

- Baseline
- Formative Assessment- day-to-day assessment
- Planned assessment- highlighted in teacher’s planning to inform future teaching and learning.
- End of Foundation Phase assessment – statutory
- National tests in Year 2 –statutory

## **Reporting to Parents**

Parents are invited to meet with their child’s teacher twice a year to be given information of their child’s progress. This takes place in the autumn term and again in the spring term. A written school report is sent to parents in the summer term and parents are given an opportunity to come into school to discuss the report with teachers. We also have an “open door policy” which means that staff are more than willing to discuss any issues with the parents as they arise but if this is not possible a more convenient time is agreed.

## **Equal Opportunities**

We aim, within Mount Street Nursery and Infant School, to provide equality of opportunity for all children whatever their age, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices do not prevent any child from reaching their potential.

**Signed:** ..... (Chair of Governors)

**Date:** .....18/03/2021 .....

**Date of Review:** .....December 2022 .....