



Ysgol Gymraeg Dewi Sant

“Tyfu a Llwyddo Gyda’n Gilydd”

Policy – Foundation Learning

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This Foundation Policy replaces the previous Foundation Phase Policy in light of the requirements of Curriculum for Wales. The new Foundation Policy considers mandatory and statutory requirements following the implementation of Curriculum for Wales. As the school designs and develops its curriculum, this policy will be reviewed annually and amended as required.



Mission

At Ysgol Gymraeg Dewi Sant we develop happy, independent and creative learners by offering challenging and varied experiences that prepare them to be successful citizens of Wales and the world.

Aims and Objectives of the School

1. Ensure that the Welsh language is the means of communication in all aspects of school life.
2. To develop Welsh speakers that take pride in the Welsh language, and the culture and traditions of Wales.
3. Provide a happy, caring and supportive environment for all children and staff.
4. Provide a wide range of educational opportunities via a broad and relevant curriculum that promotes independent learning and encourages each child to achieve the best possible standards.
5. Teach basic skills and provide opportunities for pupils to apply them confidently within a range of contexts throughout their lives.
6. Ensure wherever possible that everyone has equal access to the whole curriculum regardless of ability, beliefs, race or background.
7. Create a caring atmosphere where everyone is respected and shows respect for others.
8. Ensure high standards of behaviour.
9. Create a welcoming atmosphere and develop an effective link between the school and the wider community to promote Welsh medium education within the local area.
10. Celebrate everyone's efforts, achievements and talents.
11. Support and develop the flair and skills of the workforce to maintain and develop teamwork.
12. Create lifelong learners with an ambitious mindset.



Foundation Learning - Children's development and its relevance to learning.

The teaching and learning process should include a focus on the traditional areas of children's development, expressed here as the five development pathways:

1. **Belonging** - A sense of belonging is an essential element of our pupils' happiness and well-being. It guides our learner's awareness of who they are and who they can grow to be, it is the basis of our school's ethos.
2. **Communication** – We provide an environment that supports learners to express and communicate their needs, thoughts, and feelings. Developing effective communication, language and literacy skills is important to express themselves, develop strong social connections and in order to learn.
3. **Explore** - Our learners' curiosity about the world around them is a strong motivation for them to explore. Our staff build on learners' curiosity during everyday events, so that they can wonder and be inspired. Our learners have the opportunity to explore and investigate on their own, and with others, in order to share their joy in discovering new knowledge or skills, learn from each other, and celebrate their own achievements and those of their peers. There are inclusive environments, both inside and outside, which provide time and opportunity to explore, play and research.
4. **Physical development** - Physical activity and movement are essential to the development of all learners and are linked to cognitive and learning skills. Undertaking physical activities increases a learner's sense of belonging and well-being. It also contributes to higher levels of concentration, motivation and memory, as well as the developing of healthy bones and muscles.
5. **Wellbeing** - We provide opportunities for learners to develop secure attachments and relationships with others, to feel confident in themselves and be in a better position to make choices, take risks, foster resilience and independence, and take a positive part in everyday activities.

Enabling learning (Welsh Government, 2022)



The Importance of Play

Play is key for every child. This encourages them to develop their skills and raise standards. By organising effective play activities, we are able to help the children develop their understanding of the world around them. Effective play is purposefully planned in order to;

- Develop language and communication skills.
- Expanding mathematical and problem-solving skills.
- Enrich and practice skills across the learning areas.
- Develop curiosity and create independent learners.
- Encourage cooperation and awareness of others.
- Support the learning.

Direct experiences enable children to develop an understanding of themselves and the world they live in.

Play is essential not only for the way children become aware of themselves and the way they learn the rules of social behaviour; it is also essential to intellectual development.

It is essential that we;

- Are aware of how and when to support the pupils
- That there is detailed planning of activities in the classroom and the outside area.
- Offer enough time and opportunities for the children to develop skills across the learning areas.
- Plan observation sessions to develop our assessment systems and plan development and progression for each child.
- Considers the children's voice when planning.

The Curriculum and Religious Education

The Curriculum will focus on developing,

- The pupil's skills and understanding.
- Personal, social, emotional, physical and intellectual skills as a means of developing the complete child.
- The self-confidence and self-worth that is necessary when facing new experiences.
- Creative and observational skills to encourage their development as individuals.
- Activities in the outdoor learning area where they have first-hand experiences in solving problems and learning about conservation and maintenance.

When delivering the Curriculum, there will be opportunities for learning and consideration of cross-cutting elements. These will allow learners to:

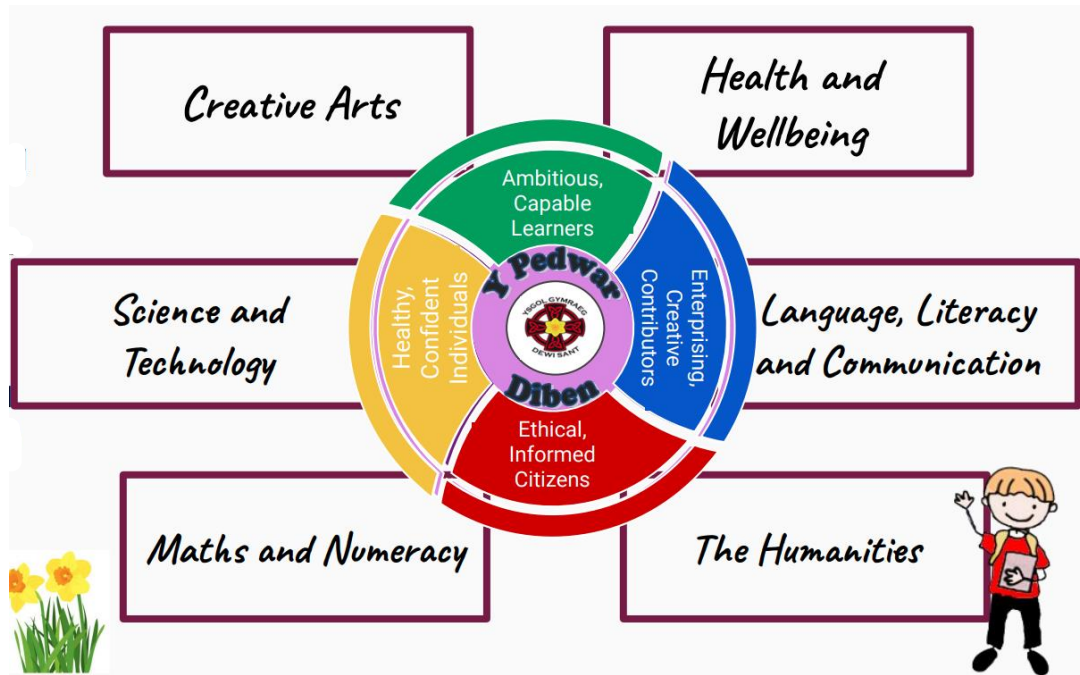
- consider local, national and international contexts.
- develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experience.



Religious Education is taught within the local authority's SACRE guidelines. Children are expected to show morals and values which are congratulated and rewarded. These include kindness and friendship, independence, cooperation, care, courage, pride and respect. The plans also ensure that children are aware of different religions and have the opportunity to visit different chapels and places of worship in order to develop their knowledge and understanding.

Parents have the right to refuse their children to participate in Religious Education services or lessons.

Curriculum for Wales - The Six Areas of Learning and Experience



Skills across the Curriculum

Literacy, numeracy and digital competence are cross-curricular skills within the Curriculum for Wales. It is essential that our pupils have the opportunities to develop lifelong skills. By encouraging a variety of learning methods, we ensure that pupils have opportunities to practice and develop skills over time. Based on this, we recognize that children are individuals and will acquire and develop skills at different speeds.

The Four Purposes

In response to Curriculum for Life we at Ysgol Gymraeg Dewi Sant are planning with the Four Purposes at the heart of every aspect of learning.

We want our pupils to be:

- are **ambitious, capable learners** who are ready to learn throughout their lives.
- **enterprising, creative contributors**, ready to play a full part in life and work.
- **ethical, informed citizens** of Wales and the world.
- **healthy, confident individuals**, ready to lead fulfilling lives as valued members of society.

Role of Foundation Learning Leader

The leader will liaise with the Headteacher and with external agencies. There are appropriate instructions for the leader to keep in touch with the Headteacher:

- To ensure that the Foundation Learning policy, schemes of work and Curriculum documents have been completed and reviewed regularly.
- To support and give guidance to colleagues who work with the PS1 and PS2 children in joint planning and organisation.
- To monitor and evaluate the quality of learning and teaching and the standard of work.
- To use expertise to raise the awareness of fellow teachers in Progression Step 3.
- To report back after Inset Training courses.
- To lead Inset Training for fellow employees.
- To work hand in hand with adults providing an example of good practice.
- To identify the use of resources and needs ensuring that the resources provide an opportunity for progression in activities from the Nursery to the Reception Class.
- To develop the professional development of the staff.
- To maintain contact with other agencies i.e. Cylch Meithrin, parents, Foundation Learning Consultants CSC, Social Services, school nurse, speech therapist.

Learning Support Assistants

Learning Support Assistants at Ysgol Gymraeg Dewi Sant

1. Make a significant contribution to the teaching and to the welfare of our pupils.
2. Encourage enthusiasm among pupils about the Welsh language and culture.
3. Model the school's expectations to nurture lifelong learners.
4. Encourage independence in our pupils.
5. Are developed professionally and use their expertise to support staff and pupils.
6. Communicate effectively with all the school's stakeholders.
7. Consistent in dealing with pupils and modeling positive values and behaviour.
8. Take the opportunity to extend the teaching and to encourage pupils to reach their potential.
9. Observe and encourage pupils to move the learning forward.

Your opinion is important and you are valuable members of the school.

Planning

At Ysgol Gymraeg Dewi Sant we build on previous skills and assessments.

Long Term Planning - Curriculum Learning Areas Work Plans for Wales and Literacy, Numeracy and Digital Competence Framework.

Mid Term Planning – A Termly Overview which is distributed to parents and themes which track cross curricular skills and which cover the 4 Purposes.

Short Term Planning – Weekly Planning / Fun Challenges Plan / Amser Antur Plan.



There will be a balance between structured activities led by an adult and independent activities. Fun Challenges will be planned weekly/fortnightly to take the focus activities of the classes.

All members of staff plan together to ensure that everyone contributes to the observations, recording and the success within the class.

Observation, Assessment and Reporting

Observation - Effective observation enables the staff to:

- Identify the needs of the individual, understanding strengths, weaknesses and interests.
- Recognize the development plan for the individual.
- Set targets together with the pupils.
- Highlight the pupils' ability across all learning areas.
- Offer a complete curriculum for all children including children with special needs.
- Tell children about their successes and celebrate them.
- Tell parents and staff about the pupils' successes and about the way forward.
- Ensure effective transition.

Assessment:

Assessment measures the curriculum and the wider purpose of assessment within the curriculum is for all learners to make progress. We recognize as a school that the purpose of assessment is to support each individual learner to progress appropriately ensuring that they are supported and challenged accordingly. Our main focus is to continuously support individual learners and note, capture and reflect on their progress over time. In addition to that we encourage learners to reflect independently to steer future provision and to recognize individual improvements.

Reporting:

- Autumn term parents' evening to discuss current standards and the focus for developing further skills.
- Setting targets as a response to ongoing assessments and assessments. Track progress through our assessment spreadsheets.
- An open evening in the Spring to discuss the progress of a child's skills and to share individual targets.
- An annual report for parents at the end of the academic year with the targets for the next year and an opportunity to discuss if desired.
- An open evening in the summer season to celebrate the year's successes.

The Educational Environment

At Ysgol Gymraeg Dewi Sant we organise and plan an educational environment to ensure that a variety of activities are available to the pupils.

Aim:

- To create a colourful and welcoming environment in order to celebrate and display the children's work.
- To provide a wide variety of challenging activities for the individual's requirements.
- Offer opportunities to raise standards, develop skills and independence in all areas of learning.
- Build the children's confidence when working indoors and outdoors.
- Organizing our learning opportunities by placing areas that stimulate the pupils' interest and develop



independent learners.

- Provide areas of continuous and enriched activities to ensure the development of specific and purposeful skills.

The Outdoor Area / Amser Antur

The external environment offers opportunities to develop additional skills outdoors.

We plan challenging and easy activities that show progression according to the child's development. As a school, we want to develop the use of our external areas and outdoor learning. Year 1 and 2 pupils will participate in Amser Sessions sessions which will be planned and led by the teachers. The aim of Amser Antur is to give children the opportunity to enjoy the world around them, to develop independence, self-confidence and give them opportunities to work together. We'll host Adventure Time whether it's sun, rain, fog or snow!

Transition

The school is keen to develop a close partnership with Cylch Meithrin Llanilltud Fawr in order to ensure continuity and consistency in the child's development. Children are admitted to the Nursery after their 3rd birthday with the choice of attending the nursery in the morning or afternoon. We invite the Cylch to the PS1 Christmas Concert and to join in the PS1 Sports Day. 'Ti and Fi' sessions are held at the school weekly.

An evening is held for prospective parents during the summer term. Parents are encouraged to visit the school with their child before they start and to complete and return the school's 'Access Profile'. The school has an "open door" policy which enables parents to discuss any concerns or cases in a professional and sensitive atmosphere.

Collaboration between staff and transition sessions ensures that Year 2 pupils move to Year 3 happily. A transition evening is also held for Year 2 parents during the Summer Term.

Links with all Stakeholders

Pupils

Pupils will have an opportunity to share ideas and plan alongside their teachers which will impact positively on their wellbeing, attitudes to learning and involvement. By doing this they are given greater ownership of our curriculum.

Parents/Carers

We value the contribution of parents to their child's education. Based on this we listen to their comments and then create a complete picture about the child. We have several ways to ensure effective communication,

- Meet before the children arrive at the Nursery on an Open Afternoon/Evening.
- Provide an information booklet about the Nursery.
- Hold meetings with the Foundation Learning leader and the Headteacher to raise awareness of specific issues.
- Ensure that a member of staff is available at the beginning and end of the day.
- Monthly newsletter.
- Report at the end of the year.



- Open Evenings.
- A letter or email with any suitable information.
- Information from clubs / Menter y Fro / Urdd on the School Twitter @YDewiSant
- Individual tweets for each class to share a snapshot of the week's activities.
- Agreement between the school and the home.
- Continuous communication through the school's website www.ysgolgymraegdewisant.co.uk

Governors

We ensure that;

- A member of the body of Governors is responsible for Foundation Learning.
- The Governors have visited the Foundation Learning classes as part of their observations.
- Governors receive regular information about developments within Foundation Learning - through the Headteacher's reports and curriculum sub-committee meetings, and the sub-committee reports to the relevant committee meetings.

Eating Healthy

Milk and fruit time is an important part of the day as a means of developing communication skills. We encourage the children to eat a variety of fruit and the parents make a weekly contribution. The school hosts a Breakfast Club on the school premises for the children. The club (which has been funded by the Assembly) runs for 45 minutes and the children have a choice of toast and different healthy cereals with milk or juice.

Educational Visits

Visits will play a key role in Foundation Learning. We will carry out a risk assessment for each visit. The school will ask the parents to join the children or to give permission for another adult to be responsible for the child.

Equal Opportunities

All children have an equal opportunity to experience Foundation Learning activities regardless of their colour, background, gender, ability or disability. Equal opportunities will be part of all planning. We ensure that ALN pupils receive the same opportunities with adjustments where necessary.

Health and Safety/ Pupil Care

It is the responsibility of all staff to be aware of the pupils' Health and Safety. The staff are also aware of Child Protection and Safeguarding procedures and how to ensure care for the pupils (See Child Protection policy). All members of staff have completed First Aid and Level 1 Child Protection training. A positive attitude to safety should be encouraged on all occasions when using any equipment. If any problems appear a risk assessment will need to be carried out.

Risk Assessments

There will be a risk assessment for every visit, new equipment and any change to the school site.



Self Evaluation

It is the responsibility of the Headteacher and Leader of Foundation Learning to monitor the provision, the quality of learning and teaching and the children's standards of achievement. This means monitoring the work plans, learning trips and collecting the children's work. It is key to link this with the school's ongoing self-evaluation cycle and annual development plans.

Review

This policy will be reviewed annually and amended as required with the governors and communicated with staff and parents.

Headteacher.....

Date: May 2023

Chair of Governors.....

Date: May 2023

