

Foundation Phase: BIG PICTURE

Pedagogical Principles

The Child:

- exercising choice, participating, being involved, initiating and directing their own learning over a period of time.
- learning from first-hand, exploratory and hands-on activities.
- being appropriately challenged and supported by the adults and learning environment, so that good progress is made.

A Learning Environment:

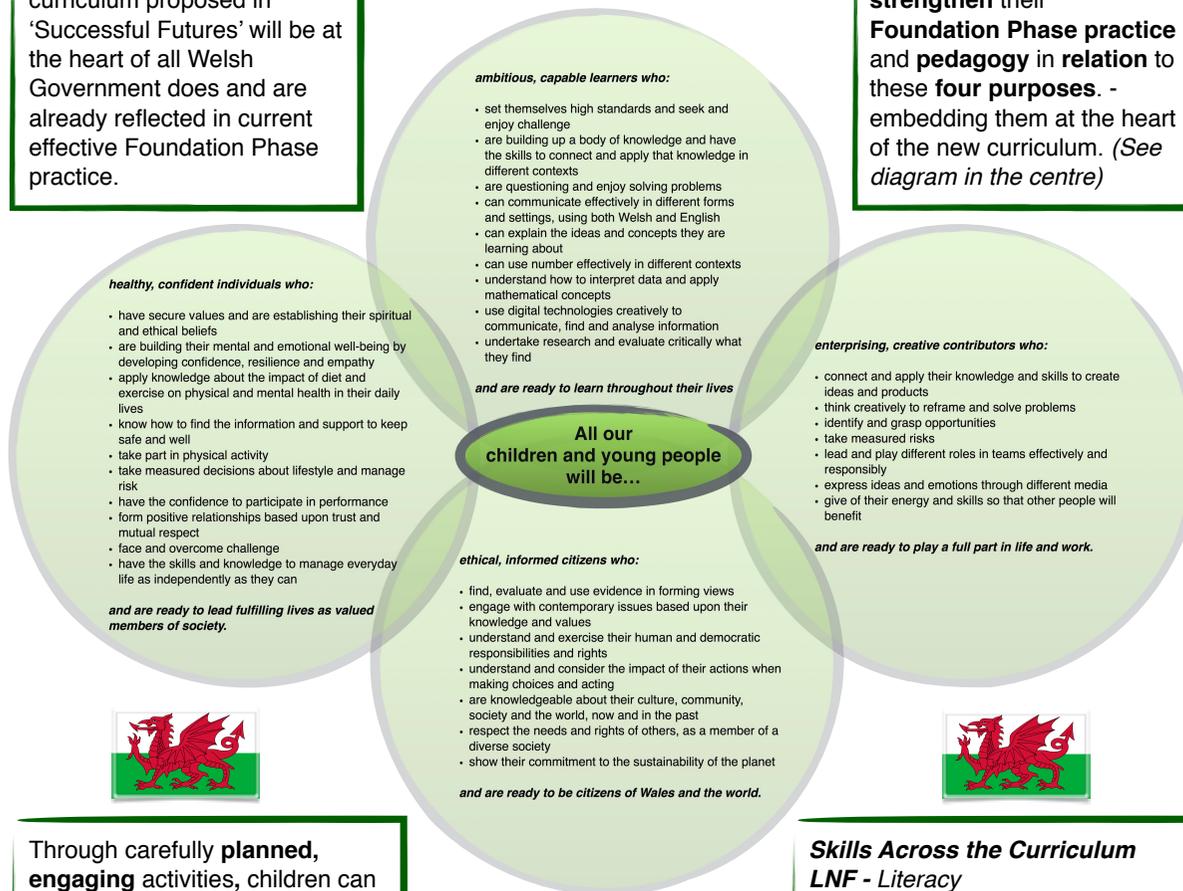
- which provides flow between continuous, enhanced and focused activities, located indoors and outdoors, that reflect and engage the children's interests.
- that allows children access to resources that enable them to use choice and develop independence in their learning.
- which enables children to apply, use, consolidate and extend their skills across Areas of Learning and Experience.
- that includes opportunities for children to be physically and cognitively active as well as having 'quiet time' contemplation and thought.

Practitioners:

- who prompt the child to think about and reflect upon their learning experiences in order to extend their learning when appropriate
- who plan developmentally appropriate, engaging learning opportunities informed by regular observation and assessment of children's abilities.
- who actively engage parents/carers in the setting/school community, seeing them as partners in their children's learning.
- who look to continuously develop themselves professionally, sharing and learning from excellent and effective practice and working with other practitioners across Wales and further afield.

Progression: The Foundation Phase curriculum is planned as a progressive framework that spans four years (three to seven years). Throughout their formative years, children's learning develops more rapidly than at any other time. However, progress is not even and children go through periods of rapid development and times when they seem to regress.

The Four Purposes: The Four Purposes of the new curriculum proposed in 'Successful Futures' will be at the heart of all Welsh Government does and are already reflected in current effective Foundation Phase practice.



The Four Purposes: All Settings and schools should **strengthen their Foundation Phase practice and pedagogy** in relation to these **four purposes** - embedding them at the heart of the new curriculum. (See diagram in the centre)

Assessment

- Foundation Phase Profile (FPP)
- End of Phase Assessment (Year 2) - Outcome Bronze, Silver, Gold, 1, 2, 3, 4, 5, 6
- Use of Observational Assessment
- Use of Assessment for Learning Approaches (National Reading and Numeracy Tests - Year 2)

FP Action Plan - Strategic Areas:

- **Curriculum and Assessment** (consistently deliver curriculum/assessment across FP as WG aligns with the requirements of the new curriculum, digital competency, literacy/numeracy, Welsh language and culture, assessment for learning)
- **Professional Learning**
- **Narrowing Gaps in Achievement**
- **Regulation and Inspection**

The Four Enablers

- **Working in Partnership**
- **Strong school (and setting) to school (and setting) working**
- **Inspiring Leadership**
- **Inclusivity**

Areas of Learning (AoL)

- **Personal and Social Development, Well-Being and Cultural Diversity**
- Language, Literacy and Communication Skills (inc LNF component)
- Mathematical Development (inc LNF component)
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Developmentally Appropriate - Experiential Learning - Active Learning - Serious business of 'Play'

Through carefully **planned, engaging** activities, children can practise and consolidate their **skills**, experiment with **ideas**, use their **creativity and imagination**, take **risks**, solve **problems** and make **decisions** individually, as well as in small and in large groups.

Additional Curriculum Responsibilities

- Cwricwlwm Cymreig
- Religious Education
- Digital Competency Framework (DCF) 2016

Skills Across the Curriculum

- LNF - Literacy**
- Oracy, Reading, Writing
- LNF - Numeracy**
- Numerical Reasoning, Number and Measuring
- Non-Statutory Skills (2008)**
- Developing Thinking
- Developing ICT