

# **The Learning Country: Foundation Phase 3-7 Action Plan**

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## **1. PURPOSE**

1.1. The responses to the consultation confirm that we should press on with plans to pilot, and subject to successful outcomes, introduce a Foundation Phase for 3-7 year olds.

1.2. The purpose of this Action Plan is to provide a strategic framework for future developmental work and to build on the current good practice within the sector. This Action Plan gives details of specific action that is to be taken by the Department for Training and Education with its partners to:

- enhance and extend the learning experiences of our youngest children;
- give every child a flying start; and
- raise standards and enhance professional practice.

1.3. This Action Plan will be taken forward by a Project Board. Detailed work will be undertaken by sub-groups in close collaboration with the Project Board and providers.

1.4. The focus throughout the development of the proposals and this Action Plan has been on learners and their needs. We believe that high quality teaching, with support and training delivered by well-informed providers, in all settings, is essential to the achievement of an effective Foundation Phase.

## **2. SUMMARY**

2.1. There is currently much good practice in early years settings throughout Wales. However, if all provision is to reflect best practice and children are to acquire and maintain high standards as well as develop positive attitudes towards lifelong learning, then some change is required. Best practice must be disseminated and extended to all settings if children are to make the most of their potential. The Foundation Phase pedagogy makes significant professional demands and is designed to provide a better preparation for future learning.

2.2. The Plan seeks to list what needs to be done to improve provision for the all round growth and development of our children, it will:

- enhance the quality of provision;
- provide an appropriate curriculum and experiences that will help young children to achieve high standards; and
- develop an understanding of their roles as future citizens of a bilingual and multi-cultural society.

2.3. The main themes of this Plan relate to:

- a Wales-wide approach informed by the needs of learners together with the expertise and experience of learning providers working in partnership;
- the adoption of measures that will raise children's standards of achievement, enhance their positive attitudes to learning, address their developing needs, enable them to benefit from educational opportunities later in their lives, and help them to become active citizens in their communities;
- the development of an all Wales Training Framework to meet the needs of all personnel working with our youngest children;
- the maintenance of positive links between the home, and the providers of education and care;

- sound monitoring and evaluation to ensure consistent and focused review of developmental strategies; and
- assessment systems that better support learning and effective practitioner intervention.

### **3. INITIAL STEPS**

3.1. The following actions are the key components of this Plan:

- establishing of a Foundation Phase Project Board;
- ensuring that the Early Years and Childcare Development Plans reflect other planning documents such as the Education Strategic Plan;
- building on proposals highlighted within the “Laying the Foundation: Early Years Provision for Three Year Olds” document;
- implementing a planned pilot stage introduced gradually over a four year period through a rolling programme;
- seek to develop provision in training centres, private training providers and Further Education colleges to enable all personnel to experience high quality work focused learning;
- consider health and safety implications in providing wider experiences for 3-7 year olds;
- obtain advice from Awdurdod Cymystrau, Cwricwlwm ac Asesu Cymru (ACCAC), Estyn and The Care Standards Inspectorate for Wales and consult with Initial Teacher Training institutions, Further Education colleges, the voluntary sector and private providers to secure high quality provision for young people;
- work with training institutions to develop a Foundation Phase degree and consider ways to address the training needs of learning providers at a local level;
- work with the Early Years Development and Childcare Partnerships in creating and extending the range of opportunities and experiences for our youngest children and their families;
- demonstrate how Welsh medium provision will be secured and provide parents with a mixed economy of provision;
- consider how flexibility and choice can be extended to ensure integration and equal access for all by developing a new learning framework, which is targeted towards the needs of individual learners;
- monitor and evaluate developments; and
- develop a communications strategy not least to engage with parents.

### **4. PROJECT BOARD**

4.1. A long term overarching Foundation Phase Project Board, with broad membership, will be established to begin work in Autumn 2003. While it will be for the Project Board itself to adopt its own terms of reference, it is envisaged that it will be to:

- provide a strategic overview of the development of the Foundation Phase;
- to commission and direct work particularly from the subgroups to assist with the implementation of the overarching strategy;
- establish specific terms of reference for subgroups;

- establish the relevant selection criteria for the proposed pilots and have an overview of the monitoring so as to validate the approach and to ensure the effective implementation;
- ensure that work is undertaken with Early Years Development and Childcare Partnerships so that action at a local level reflects best practice;
- commission and oversee a full monitoring and evaluation programme into all aspects of the Foundation Phase;
- monitor progress on the crosscutting themes of equality of opportunity, social inclusion, bilingualism and sustainability;
- consider ways of addressing the training needs of learning providers in Wales;
- maintain oversight of quality assurance procedures for all aspects of 3-7 year olds provision; and
- produce an annual report on progress and make recommendations for future action.

## **5. PILOT STAGE**

5.1. Key to the successful implementation of the Foundation Phase will be the pilots and their monitoring and evaluation. These will take place in line with the timetable set out in the consultation document which reproduced in Annex B. The Project Board will determine the number of settings and the criteria for their selection. Early Years Development and Childcare Partnerships and Local Education Authorities will provide the Project Board with a selection of appropriate settings.

5.2. Once identified they will be closely monitored and evaluated to ensure that expectations are being fulfilled and that relevant lessons are being learnt. A draft Framework for Children's Learning will be produced for the pilot settings to guide their practice. Settings will be invited to monitor and evaluate the draft documents and put forward recommendations for their further development.

## **6. CURRICULUM FRAMEWORK FOR CHILDREN'S LEARNING**

6.1. The successful development of these ideas will depend on the extent to which those who are asked to implement them are involved in their development. If ideas are to be realised we need to find ways to harness the expertise and experience currently available. Interested parties throughout Wales will be invited to continue to support and contribute to partnership to refine the detail of the Learning Framework that are at the heart of these developments.

The Foundation Phase Project Board will:

- co-ordinate the work of the sub-groups undertaking the specific tasks detailed in this Action Plan;
- refine more specifically the criteria for the pilots;
- develop mechanisms for mapping out these criteria to ensure a wide cross section of settings are included;
- manage the production of guidance on the development of the areas of learning;
- manage the production of guidance on assessment;
- consider how best to secure for all learners opportunity and experience to acquire essential skills;

- develop a training and development plan, costed and focused on professional practice;
- promote equality of access and opportunity for all children regardless of gender, attainment, ethnicity, special educational needs, disability or competency in English and Welsh;
- consider delivery mechanisms for personnel working in the sector across Wales including e-learning, CD Roms, learning styles, child development, foundation phase degree;
- consider how to support the development of Welsh medium provision;
- consult Early Years Development and Childcare Partnerships and all other relevant agencies about the developments;
- ensure all elements of the phase are costed monitored and evaluated; and
- look at ways to secure quality assurance procedures for The Foundation Phase in all settings.

6.1. This is an enormous task. We suggest a number of short term sub groups reporting to the Project Board. Such groups will include:

- a learning framework subgroup;
- a financial modelling subgroup;
- a monitoring and evaluation subgroup; and
- a training and development subgroup.

Whilst the Foundation Phase Project Board will maintain strategic oversight, the sub groups will need to be both strategic and operational, and to maintain a clear focus on how things will actually work throughout Wales. There should be sufficient common membership between groups to maintain continuity without becoming introspective.

We will ask Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru to integrate the statutory requirements at KS 1 with the Desirable Outcomes.

### **Learning Framework Sub Group**

6.1. The Learning Framework Subgroup will oversee the production of authoritative guidance that relates to the wider aspects of learning across the Foundation Phase. This work will include:

- monitoring against the statutory requirements;
- have an overview of the experiences and objectives that reflect the outcomes in the Desirable Outcomes for Children's Learning Before Compulsory School Age and the Programmes of Study and focus statements in Key Stage 1 of the National Curriculum;
- ensure that Well-Being is added to Personal and Social Development and placed as a core area of learning;
- support the production of guidance on well-planned play and developing Bilingual and Multicultural guidance materials and strategies; and
- examine ways modern technology can be used to support schools in maintaining assessment continuum records and producing reports for parents. This would simplify the production of reports and help to reduce bureaucratic burdens on teachers.

## **7. FUNDING**

7.1. A Financial Sub Group of the Foundation Phase Project Board will be established to:

- advise on the financial implications of introducing the Foundation Phase;
- model the application of the learning framework with a selection of the pilot settings;
- collect evidence on the costs of developing the areas of learning and consider the impact of all funding requirements;
- audit existing funding sources, timescales and the inter-relationship between funding streams;
- consider the impact of costs such as accessibility in implementing the Training Pathway; and
- provide the Project Board with regular reports on all the financial implications of the process.

Its work will enable a detailed and regular analysis of funding implications to be undertaken by the Project Board and enable them to inform future budget plans at both local and national levels. It is envisaged that this group will draw heavily on the expertise of Association of Directors of Education in Wales, Welsh Local Government Association, Education and Learning Wales -NC and the Welsh Assembly Government.

7.2. There is a need to develop current targets into a system of indicators of progress and improvement based on a learning continuum, which better reflect the wide range and balance of experiences for **all** learners. This will relate to key strategic policy goals and will include ways of recognising all achievement in a broad range of skills.

## **8. MONITORING AND EVALUATION**

8.1. A Monitoring and Evaluation Sub Group of the Foundation Phase Project Board will be established to:

- Appoint an individual or group to undertake the detailed monitoring and evaluation during the introduction of the Foundation Phase at the pilot stage.
- Agree and have an overview of the monitoring and evaluation arrangements.
- Agree the content of the training programme developed for staff within the pilot settings undertaken by the National Assembly for Wales and the successful monitoring and evaluation strategy
- Agree the format and timescale for the completion of interim documents and the production of the final document produced by the Monitoring and Evaluation team.

## **9. TRAINING AND DEVELOPMENT**

9.1. A Training and Development Sub Group of the Foundation Phase Project Board will be established to:

- Consider ways of addressing the training needs of training providers in Wales.
- Work with training institutions to develop a Foundation Phase Degree and consider ways to address the training needs of learning providers at a local level.
- Consider how flexibility and choice can be extended to ensure integration and equal access for all by developing a new learning framework which is targeted towards the needs of individual learners.
- Obtain advice from ACCAC, Estyn, the CSIW, and consult with Initial Teacher Training Institutions, FE colleges, the voluntary sector and private providers to secure high quality provision for children.
- Commission an organisational/individual to undertake a training needs analysis to gain an understanding of the present position regarding the training currently available for personnel working within the education and care sector with children from 0-7. This will assist the relevant departments in drawing up a detailed training and development plan. It will also feed into the development of a defined learning pathway that will deliver consistency of provision and will enable staff to access quality training and gain qualifications.
- Clarify job titles and roles of support staff in schools and settings to ascertain job titles and roles within schools and settings. This will involve:
  - issuing of a tender for organisation/individual to undertake detailed evaluation of current practices;
  - production of a detailed training and development plan;
  - developing a learning pathway that focuses on lifelong learning; and
  - working in partnership with organisations currently involved with training.

## **10. DEVELOPMENT OF GUIDANCE MATERIALS**

10.1. Guidance and support materials will be produced by Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru, in partnership with the Welsh Joint Education Committee and practitioners in the field, to help staff develop the seven areas of learning. These will be produced as A Curriculum Framework for Children's Learning and will be sufficiently flexible to allow staff to cater for the individual needs of their children.

10.2. Strategies will be implemented to ensure that networks are created to support the development of bilingualism. Early Years Advisory Teachers will be appointed with experience of teaching in both English and Welsh who will work alongside staff in their classrooms.

10.3. A National Assessment Continuum will be developed to track children's performance in the seven areas of learning and link with the level descriptors at Key Stage 2.

## **11. ASSESSMENT**

11.1. Assessment should support children's development as well as to inform others of their achievement. All learners should have the opportunity to evaluate their own learning. The processes of assessment are crucial to motivating learners and encouraging them to achieve their full potential. The development of smooth transition routes and quality support, information, advice and guidance are widely recognised as key to maintaining learners' involvement and progression.

11.2. There is overwhelming support for the need to develop an assessment continuum whilst ensuring that continuous assessment processes should not be allowed to become too burdensome. There is also recognition that teachers' assessment must be rigorous. This will be supported by internal and external review.

11.3. In all settings the following principles should be the basis for assessment:

- self-motivated learning as the main goal for all;
- assessment for learning, in support of self-motivated learning, and progressively improving teaching;
- assessment through observation; and
- summative assessment that is fit for purpose.

11.4. We shall seek to ensure young children have the skills they need to access life in the 21<sup>st</sup> century. Teachers cannot provide children with all the knowledge they require for adult life, but they can provide them with the skills to access that provision. Skills progression will form an integral part of the assessment continuum.

11.5. A National Assessment Continuum is widely accepted by respondents as the basis for development and recording of learners' opportunities, experiences, goals and aspirations. It will need to be reviewed and refined to meet the changing needs of the developing Foundation Phase agenda in Wales. The current system of levelling children against National Curriculum criteria will be adapted and a more appropriate system developed that will complement the Foundation Phase.

11.6. Respondents want the continuum to be available from birth, and used by health visitors, parents/carers, and settings and other agencies that support young children and their families. It will move with the child as they progress through the education system and be taken from one area to another if a child moves location.

11.7. Statutory Arrangements for reporting progress at the end of the Foundation Phase will be received to ensure any necessary legal implications are considered.

## **12. QUALITY ASSURANCE**

12.1. The development of relevant, well-delivered and interesting learning experiences that have intrinsic benefit to learners will be the best way to raise standards. This will call for well trained, experienced practitioners who understand child development and the aims and objectives of the Foundation Phase

12.2. We will develop one comprehensive quality assurance scheme for all non-maintained settings in Wales. This will be achieved by using the current schemes as a sound basis for development.

12.3. It will be important that ESTYN and the Care Standards Inspectorate for Wales implement the joint working protocol and undertake simultaneous inspection of settings in the non-maintained sector.

12.4. Estyn will consider the introduction of a three- year inspection cycle in the non-maintained sector from September 2004. Estyn will also introduce the Common Inspection Framework to all non maintained settings in September 2008.

12.5. The current arrangements for baseline and statutory assessment will continue, but more emphasis will be given to building sound disciplines for assessment through observation of children's daily activities. New guidance will be issued on the basis of advice from ACCAC and Estyn.

12.6. There will be a focus on the registration of settings in the non-maintained sector to ensure that all providers register for education irrespective of the number of teaching hours that they provide each day.

## **13. IMPLICATIONS FOR DEVELOPMENT**

### **13.1. Staffing**

With the proposed increase in the adult/child ratio within the Foundation Phase, there will be a demand for a larger workforce of well-trained teachers and support staff who have an understanding of good early years practice and pedagogy.

Over time there will be an expectation that teachers will have studied and obtained an appropriate degree for working with this age group.

Early Years Advisory Teachers will be appointed to provide in-class support for the development of bilingualism. These teachers will have expertise in teaching Welsh to Early Years pupils.

There is also a commitment to increasing the amount of support provided for staff working in the non-maintained sector by a qualified teacher from 10% to 20% of the week.

### **13.2. Accommodation and Resource**

Key to the success of the Foundation Phase is that schools and settings review their current effective use of accommodation and resources. This will ensure maximum benefit is gained from existing provision. It is inevitable that in some schools and settings adaptation and additions will be required.

With greater emphasis being placed on the use of the outdoor environment as a resource for learning, schools and settings will need to ensure that children have access, on a daily basis, to good quality outdoor environments. It is inevitable that some schools and settings will need to consider arrangements to ensure access to such facilities when resources are limited within their own environment.

## Annex A

### Rolling programme of implementation of pilots

Sept 2004	Sept 2005	Sept 2006	Sept 2007	Sept 2008
Pilot at selected settings in maintained and non-maintained sectors from September with 3 – 5 year olds.	Existing Y1 to be included in the settings piloted during 2004. (Y2 classes may join pilot where appropriate.)	Y2 to be included in the pilot settings  All settings in both sectors to introduce the F.P. i.e. Including 3-5 year olds.  Subject to pilots, all settings to have at least a ratio of 1 adult to 13 children.	All Y1 settings to introduce the FP for children 5 – 6 years of age.	All Y2 settings to introduce the FP with children from 6 – 7 years of age.  Subject to pilots all schools and settings to have a ratio of at least 1 adult to 8 children.

The timetable above illustrates a proposed model for implementation by September 2008. Importantly its progress will be subject to the satisfactory costing and evaluation of the pilot projects and the degree to which resources can be made available following successful Budget Planning Rounds.

## ANNEX B The Foundation Phase: Action Plan

Target	Action Required	Personnel	Timescale	Cost	Implemented	Monitoring and Evaluation
<b>Analyse and publish consultation responses</b>	➤ Review consultation responses	PSD3/ Project Board	June 2003-September 2003	Nil	September 03	NAW
	➤ Prepare and publish a report on the outcomes of consultation and prepare an action plan	PSD3/ Project Board	End September 2003	Nil	End September 03	NAW
	➤ Hold seminar to share findings of consultation with stakeholders	PSD3	November 2003	£660.00	November 03	NAW
<b>Creation of a Project Board to include experts from within the Assembly and outside</b>	➤ Approach individuals to sit on the Project Board.	PSD 3	September 03 - December 2003	Nil	November 2003	NAW
	➤ Produce a terms of reference for the Project Board.	PSD/Project Board	October 2003	Nil	November 2003	NAW
	➤ Convene initial meeting and agree the role of the Project Board,	PSD/Project Board	October 2003	expenses	November 2003	NAW
	➤ Decide the future role of the Early Years Advisory Panel and set up sub groups of the Project Board					
Target	Action Required	Personnel	Timescale	Cost	Implemented	Monitoring and Evaluation

<b>Commission training audits for Welsh medium training and general provision for early years</b>	➤ Undertake a tendering process for a group /individual to undertake an audit of training needs in Wales.	PSD3 PPI awarded general provision tender and Trinity College Carmarthen for Welsh language aspect	July 2003- Dec 2003	£31,000 PPI £19,975 Trinity	Dec 2003	NAW
	➤ Produce a detailed training and development plan based on audit outcomes	PPI/PSD3	Dec 2003	Nil	Dec 2003	NAW
	➤ Produce draft learning pathway that focuses on lifelong learning		April 2004	Nil	April 2004	NAW
	➤ Develop partnerships with organisations currently involved with training	PSD3/ Universities/ FE Colleges	Jan 2004/ ongoing	Nil	Jan 2004	NAW
<b>Develop the pilot phase of the Foundation Phase</b>	➤ Produce draft criteria for selection of pilot settings	NAW LEAs	October 2003 – Sept 2004	Nil	November 2003	NAW
	➤ Work with LEAs and EYDCPs in selecting pilot schools/settings	Project Board/NAW	End of Nov 2003	Nil	November 2003	NAW
	➤ Project Board provided with detailed costing of pilot phase and related developments	Project Board/LEA/NAW	Jan 2004	Determined by review	April 2004	NAW
	➤ Detailed monitoring and evaluation of pilot planned and implemented.	Project Board/ NAW	Dec 2004	Total costs provided following analysis by project board Nil-Implemented from NAW resources	September 2004	NAW
	➤ Overall training implications fully costed and planned.	Project Board/NAW			March 2004	NAW
	➤ Detailed training and development plan produced and agreed by Project Board- training framework produced	PPI NAW Trinity College	September 2003- Dec 2003	£50,975?	September 2004	NAW
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
<b>Undertake detailed</b>	➤ Initiate external monitoring and evaluation of the Foundation Phase	PSD 3	March 2004	Nil	September 2004	NAW

<b>monitoring and evaluation of the introduction of the Foundation Phase</b>	➤ Work with the Assembly's research strategy to implement monitoring and evaluation	NAW/Project Board	May 2004	Resources determined by Project Board	November 2004	NAW
	➤ Undertake monitoring and evaluation	NAW/Project Board	July 2004		September 2004	NAW
	➤ Arrange regular feedback to Project Board and NAW	NAW	Bi-monthly		From September 04	NAW
<b>Develop draft curriculum framework for Children's Learning</b>	➤ ACCAC and NAW draft framework to guide the areas of learning	ACCAC NAW	March 2004	Part of ACCACs remit	September 2004	Project Board, pilot schools, settings and LEAs
	➤ Establish Learning Framework Subgroup	NAW Experts within Early Years	January 2004	Nil	January 2004	Project Board
	➤ Learning Framework sub group to work with ACCAC to produce a list of objectives and experiences for the 7 areas of learning, which will be monitored and evaluated during the pilot stage.	Expert advisers Subgroup liaising with Project Board	January 2004- July 2008	Nil	July 2004	Project Board/ Pilot schools/ settings
	➤ Framework produced for consultation initially with pilot schools and finally with all key stakeholders.	Pilot schools/ settings ACCAC/NAW/LEA	April 2005 Ongoing throughout pilot	Nil	Ongoing throughout pilot	NAW
	➤ Regular feedback from sub groups to NAW and PB	Sub group NAW/ Project Board	Sept 2004 Ongoing	Nil	Ongoing	NAW
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
<b>Produce Guidance Documents for staff to develop</b>	➤ Produce documentation to support the development of the seven areas of learning.	ACCAC Learning Framework Subgroup NAW	April 2004	Part of ACCAC's remit	Completed for pilot	NAW Project Board

<b>the areas of learning</b>	<ul style="list-style-type: none"> <li>➤ Focus on raising standards. These will include information on developing well being, positive dispositions to learning, creative, expressive and observational skills, bilingual and multi-cultural understanding speaking and listening to set firm foundations for reading and writing and on the benefits of working outdoors.</li> </ul>	Pilot settings ACCAC/ Learning Framework Subgroup/ NAW/ Pilot settings	April 2004	Nil	Throughout the pilot	
<b>Create networks and appoint advisory teachers to support bilingual developments</b>	<ul style="list-style-type: none"> <li>➤ LEAs to create networks and appoint Early Years Advisory Teachers</li> </ul>	LEAs/ NAW/ Project Board	Sep 04	£660,000	Sep 08	NAW ESTYN LEAs
<b>Amend current legislation to achieve developments</b>	<ul style="list-style-type: none"> <li>➤ Liase with relevant departments re time tabling legislation/ regulations</li> <li>➤ Work with legal department in compilation of legislation/regulations required to effect changes</li> <li>➤ Submit to stakeholders for consultation</li> <li>➤ Review and evaluate responses</li> <li>➤ Compile final document</li> </ul>	NAW To feed into Project Board	September 2003- September 2004	Nil	September 2004	NAW  Consultation process
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
<b>Produce publicity material on the Foundation</b>	<ul style="list-style-type: none"> <li>➤ Liase with publicity organisations to develop materials to publicise the Foundation Phase</li> <li>➤ Plan high profile publicity campaign</li> </ul>	NAW/ BBC/ S4C/ HTV	January 2004	Costed by Project Board	Initial Distribution March 2004	NAW

<b>Phase</b>	<ul style="list-style-type: none"> <li>➤ Ensure quality materials for distribution</li> <li>➤ Enlist the support of high profile personality</li> <li>➤ Meet with community/parent groups</li> </ul>					
<b>Develop interactive Foundation Phase web page where professionals can exchange views and examples of good practice can be shared</b>	<ul style="list-style-type: none"> <li>➤ Liase with relevant NAW divisions to provide guidance for developments</li> <li>➤ Meet with professionals in the field to develop the site</li> <li>➤ Use expert advisers as required</li> <li>➤ Ensure all developments link with National Grid for Learning Developments</li> <li>➤ Launch the site in high profile event. Minister to provide opening ceremony</li> </ul>	PSD3  National Grid for Learning Personnel  HE/FE Institutes	September 2004 ongoing	Costed by Project Board	Becomes live January 2005	NAW LEAs
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
Produce good practice materials in CD form	<ul style="list-style-type: none"> <li>➤ Work with LEAs to highlight schools where good practice is evident</li> <li>➤ Work with relevant providers to produce CD ROMs of good practice</li> <li>➤ Use material as a training resource for schools and settings</li> </ul>	NAW  Project Board	January 2004 – September 2004 and ongoing	Costed by Project Board	In use from April 2005	NAW

<b>Develop an assessment continuum record from 0-7 years</b>	<ul style="list-style-type: none"> <li>➤ Build on the current good practice in assessment processes to create a continuum from 0-7</li> <li>➤ Review the current system used for levelling children against the National Curriculum. Develop a more appropriate system that will complement the Foundation Phase based on current good practice in Wales</li> <li>➤ Integrate requirements of current KS1 into continuum</li> <li>➤ Produce draft continuum for review by Project Board</li> <li>➤ Produce final document</li> <li>➤ Submit for consultation</li> <li>➤ Work with other agencies who support children and young families to develop an understanding of the continuum.</li> </ul>	ACCAC/  LEAs/  NAW	Sept 2003-September 2004  March 2004	Nil-in ACCACs remit  Nil-in ACCAC's remit	September 2004  September 2004  June 2004	NAW  Estyn      NAW  Estyn
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
<b>Produce guidance on Foundation Phase assessment, recording and reporting based on assessment continuum</b>	<ul style="list-style-type: none"> <li>➤ ACCAC and sub group to produce draft guidance document</li> <li>➤ Submit for consultation</li> <li>➤ Initiate training through LEAs</li> <li>➤ Analysis of responses</li> <li>➤ Produce final document</li> </ul>	ACCAC/ NAW/ LEAs	April 2004-September 2004	Nil	September 2004	NAW  Project Board

<b>Develop an assessment continuum record from 0-7 years</b>	<ul style="list-style-type: none"> <li>➤ Build on the current good practice in assessment processes to create a continuum from 0-7</li> <li>➤ Review the current system used for levelling children against the National Curriculum. Develop a more appropriate system that will complement the Foundation Phase based on current good practice in Wales</li> <li>➤ Integrate requirements of current KS1 into continuum</li> <li>➤ Produce draft continuum for review by Project Board</li> <li>➤ Produce final document</li> <li>➤ Submit for consultation. Work with other agencies who support children and young families to develop an understanding of the continuum.</li> </ul>	ACCAC/ LEAs/NAW	Sept 2003-September 2004  March 2004	Nil-in ACCACs remit  Nil-in ACCAC's remit	September 2004  September 2004  June 2004	NAW Estyn  NAW Estyn
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
Produce guidance on Foundation Phase assessment, recording and reporting based on assessment continuum	<ul style="list-style-type: none"> <li>➤ ACCAC and sub group to produce draft guidance document</li> <li>➤ Submit for consultation</li> <li>➤ Initiate training through LEAs</li> <li>➤ Analysis of responses</li> <li>➤ Produce final document</li> </ul>	ACCAC/NAW/LEAs	April 2004-September 2004	Nil	September 2004	NAW Project Board
IT system to link assessment	<ul style="list-style-type: none"> <li>➤ Develop system based on assessment continuum</li> </ul>	NAW/ ACCAC/	March 2005	Reviewed by	September	NAW

record with parents' reports	➤ Project Board to review system	Expert adviser if required		Project Board	2008	
Develop appropriate training systems and strategies	<ul style="list-style-type: none"> <li>➤ Development of an All- Wales framework for training</li> <li>➤ Results from training needs analysis used to inform developments</li> <li>➤ Liase with relevant divisions within the Assembly to ensure Foundation Phase training requirements complements the work currently being developed across the Assembly</li> <li>➤ Develop partnerships with relevant training organisations</li> <li>➤ LEAs to submit detailed training and development plan to support Foundation Phase</li> </ul>	Project/ Board Subgroup  Providers from higher education establishments  NAW	January 2004	Costed by Project Board	Ongoing throughout the pilot and beyond	ACCAC  LEAs  HE institutions  NAW
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
<b>Produce one quality assurance scheme for Wales within the voluntary sector</b>	<ul style="list-style-type: none"> <li>➤ Combine current documents and produce one scheme to ensure standards are raised in all elements of the voluntary sector</li> <li>➤ Meetings convened with MYM WPPA NCMA</li> <li>➤ Review undertaken of current schemes</li> <li>➤ Develop one quality assurance scheme which is adopted across the sector</li> </ul>	NAW/ MYM/ WPPA/ NCMA	December 2003- September 2004	Nil	Consultation February 2003  Completed April 2004	Estyn /Inspections  NAW  Voluntary sector

<b>To introduce a three year inspection cycle in the non-maintained sector</b>	<ul style="list-style-type: none"> <li>➤ Estyn to introduce the system</li> <li>➤ Increase the numbers of inspections undertaken by Registered Nursery Inspectors.</li> </ul>	Her Majesty's Chief Inspector /HMI NAW	September 2004	Nil	September 2008	Estyn NAW
<b>Introduce the Common Inspection Framework into the non-maintained sector</b>	<ul style="list-style-type: none"> <li>➤ Training of Inspectors qualified to inspect to the requirements of the Common Inspection Framework</li> </ul>	HMCI/HMI	September 2008	Nil	September 2008	Estyn NAW
<b>Target</b>	<b>Action Required</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Cost</b>	<b>Implemented</b>	<b>Monitoring and Evaluation</b>
<b>Arrange In service funding for staff and teachers currently in the field</b>	<ul style="list-style-type: none"> <li>➤ Training and Development plan produced</li> <li>➤ LEA submit plans for their own authority</li> <li>➤ Project Board to obtain costings from each LEA</li> <li>➤ Training Needs Analysis developed</li> <li>➤ Programme produced focusing on quality and raising standards</li> </ul>	NAW	April 2004 Ongoing	Costed by Project Board	Rolling programme until at least 2007 and beyond	NAW
<b>Produce</b>	<ul style="list-style-type: none"> <li>➤ Project Board to produce Guidance</li> </ul>	NAW / LEA /EYDCPs	March 2004	Nil	September	NAW

<b>Guidance on good practice in best use of accommodation and resources in Early Years</b>					2004	
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