

## Foundation Phase Policy

### Introduction

The policy of the Foundation Phase is to ensure that each and every learner who passes through the phase has a strong foundation in the three learning areas. viz. Mathematics, Literacy and Life Skills.

To ensure the outcome of the policy, the following criteria are to be met:

#### 1. Dedication of educators/Teamwork among educators

- The use of each other's knowledge and experience as a resource.

#### 2. Regular grade and phase meetings

- Weekly meetings held to ensure uniformity in learning material taught.
- Preparation of lessons.
- Sharing of ideas and strategies.
- Monthly meeting held to organize the administration and work schedule followed.
- Quarterly meetings for preparations.

#### 3. Educators Support Team

- Discussions concerning problems and solutions to learning disabilities and the provision of support.

#### 4. Educational Excursions

- Educational Excursions linked to the curriculum.

#### 5. Assessment Standards and Outcomes

- Goal directed assessment standards and outcomes.
- Regular assessment of learners in all 3 learning areas to ensure a holistic education.
- Learners must at all times be made aware of the criteria set out in Assessment Standards and Outcomes.

#### 6. Formal Assessment Tasks

1. In Literature, learners are assessed on 4 tasks which covers all 6 Learning Outcomes. Each task should consist of 2 or more activities.
2. In Numeracy, learners are assessed on 3 tasks covering all 5 Learning Outcomes. Each task should consist of 2 or more activities.

3. In Life Skills, learners are assessed on 1 task covering all 4 Learning Outcomes. Each task should consist of 2 or more activities.
4. LO 4 (Physical Education) is done as a class group or in smaller groups.
5. Learners must be made aware of the criteria ..... to which they are being assessed.
6. Codes 1 – 4 are used in all 2 Learning Areas.
7. Learners Pass requirements are as follows:
  - a. Acc. Circular 18/2009 a learner has to achieve the code 3 for Literacy, Numeracy and first.
  - b. Additional Language and the codes 1, 2, 3 or 4 for Life Skills in order to progress to the next grade.

### **7. Contact time in Grades 1, 2 and 3**

Grade 1: 22½ hours and 30 minutes - Assembly

Grade 2: 22½ hours and 30 minutes – Assembly

Grade 3: 25 hours and 30 minutes - Assembly

### **8. Transition from grade to grade within phase**

- a. Learning can be visualized as a triangle/pyramid with the parent, educator and learner being linked.
  - b. To build a good rapport.
  - c. Parents to receive a Calendar for Formal Assessment.
  - d. Tasks so that they are aware of the material being taught in each learning area.

### **9. Remarks**

- There is no substitute for honest endeavour.
- The educator strives to not only bridge the gap or focus on certain disabilities but also to enrich a learner who shows signs of giftedness.
- To strive to bring learners with a learning barrier to achieve the minimum requirement to proceed to the next grade.
- The average learners to achieve a satisfactory outcome.
- To provide the above average learner with enrichment.

