

Section 1 - The focus of play within the early year's foundation phase.

The Foundation phase is a statutory curriculum for all 3 to 7 years olds in Wales. Water, (2016), explains that the foundation phase focuses on a curriculum with seven core aims that the needs of the children should all meet. Waters, (2016), also discusses how the foundation phase focuses heavily on play and how play should be free, well planned and structured with clear aims for children's learning. The foundation phase prioritises play and experimental learning pushing for practitioners to use play within their curriculum by taking an active, participatory role and create environments that will support children play and allow them to explore.

According to Thomas, and Harding, (2011), play cannot be defined, as play should be individual and inclusive, however there are many different types of play. In a YouTube video by Opstad, (2016), Tricia describes how play supports language development, communication, and social skills, In the video four different types of play are explained, these are functional, Construction, symbolic/dramatic play and game play. However, as King, and Howard, (2010) explain in their article there are an endless amount of different play types some of these include, creative play, object play, physical play, and static play. They explain how play can be whatever the child wants, Play should be controlled by the children, which then allows free play to happen. Grindheim, (2017) explains free play as free and democratic practices it allows children to be deeply involved and requires adults to step back and observe. Free play is part of the foundation phase curriculum and is very important for child development. Play is an essential part of learning and it is very important that the foundation phase focus on this, The Welsh Government Foundation phase framework (2015), highlights how children can practise and consolidate their learning, play with ideas by taking risks, problem solving, explore and making their own decisions individually or as a part of a team, it allows children to gain first-hand experiences which helps them develop an understanding of the world around them. Play should be a massive focus within the early years foundation phase, as it is very Important for children's physical, mental and emotional growth, In an article by Anderson, and Bailey, (2010) they discuss how children gain knowledge through play and gain a lot of benefits from participating in some kind of play based activity, these benefits include to think, remember, and solve problems while testing their beliefs about the world, play also allows children to express their feelings and communicate well. Play is mentioned 65 times within the foundation phase framework, and it is important that it remains a focus in the new curriculum for Wales.

All practitioners should follow a pedagogy which looks at practitioners as facilitator of learning the Government Wales website on learning and teaching pedagogy (2008) focuses on the skills, knowledge and understanding needed to learn and teach across the Foundation Phase, The document looks at what it is a practitioner should have in order to teach, these things are; an understanding of how a child learns and develops, that they are aware of the seven curriculum areas of learning, being able to provide the best learning environment and experiences for children to develop, be able to teach good practice to children, be able to observe children's progression putting a plan in place for them to develop further and lastly being able to work well with others as well as building on their own professional skills, knowledge and understanding. In an article by Samulsson, and Carlsson, (2008) it looks at what a new preschool pedagogy should include, they discuss how play and learning are not the same but are equally as important, play is used when learning and learning occurs while playing, they discuss how they are not looking to re define the meaning of play or learning but instead use them collectively to create a new preschool pedagogy. This is important within the foundation phase as children respond well when learning through play. The Welsh Government evaluated the foundation phase and looked at what needed to happen to improve the new curriculum, one recommendation was to educate teachers on the balance of structure and play and to help them understand the balance between continuous, enhanced, and focussed provision. As a result, from this teacher will have a less structured and formal approach leading to a more relaxed and playful environment which is essential for children growth. Another recommendation was that teachers needed more courses concentrating on the foundation phase curriculum and assessments, but mainly the focus needed to be given on the Foundation Phase pedagogies.

There are inconsistencies within the foundation phase, In a report that ITV News published (2014) The reports, produced by the Welsh Government and by Cardiff University states how parents and teachers have seen that the foundation phase roll out has benefited children greatly however there were many inconsistencies within the class room and other schools, children are being taught different things at different times and it varies from school to school and within different classrooms making it unfair to the children. As well as this they found that some teachers were stuck in their traditional way of teaching methods as they believe it is the best way to get the highest levels of results in the year 2 reading and numeracy tests, meaning that they are not following the foundation phase curricula which focuses heavily on play-based learning. The New curriculum for Wales is to be used throughout Wales from 2022. According to Successful future (2015) Professor Graham Donaldson was asked to review the curriculum

and assessment arrangements in schools in Wales in March 2014. A curriculum is when a Governing body decides on a curriculum that best supports everyone's needs, this varies from place to place. An assessment arrangement is when tests, exams and certain tasks set by teachers and education boards are put in place to test children's knowledge and in what areas of learning needs improvement. Donaldson and his team visited around 60 schools in a period of nine months for schools and teachers to have their say. Most teachers all agreed that they would like more say with what happens in the curriculum and that it needed changing as it was outdated, they also suggested making lessons more fun and engaging by using play and not making everything about passing exams and assessments as this is not working well to support children's learning. Another limitation within schools and making sure that the foundation phase runs properly is that there is not enough of a budget to fund the training for staff to get educated on the foundation phase and the new curriculum and what it means for them as practitioners. In a report by Merthyr Tydfil County Borough Council written by Wagner, (2007) she states how significant funding will be required from the Welsh Assembly Government for teachers to get training for the Foundation phase in Wales, Wagner suggests that the way forward is to get all staff trained and feeling confident in what they need to deliver. Some practitioners feel as though there is not enough clarification within the foundation phase and the new curriculum as it is changes so often. In an unpublished Manuscript done by Macdonald, (2018), it looks at influence and control for example you have the individual teacher which is someone on a practitioner level, then they listen to the microsystem team which is a class level then they are controlled by the mesosystem cluster which is a school setting level who follow guidance from the exosystem local authority level and they are led by the macrosystem which is the Welsh government policy, by having all these different influences it makes it hard for practitioners to understand who and what guidance they should follow, as well as this it can be a frightful thought in case they make the incorrect decision, for example a teacher may want to follow the set curricula however they may have been told to do something else by a higher authority which puts them in a difficult position on what they should do, in order to limit the confusion and lack of understanding which has an effect on the children the new curricular for Wales should lessen the amount of influences and opinions and stick to one curriculum that everyone must follow. These changes need to happen to help the stocktake recommendations. In a report by the Welsh government on an independent stocktake of the Foundation Phase in Wales final report they look at what recommendations need to happen for the foundation phase to be strengthened, one of the recommendations was that all staff get the

correct training and support. Stocktake are also hoping that all Teaching Assistants benefit from continued professional development processes. They recommend that teacher within the foundation phase should have a masters level qualification to give the children the best possible education. Teachers agree with these recommendations, in research summery by the Welsh government they found that teachers and leaders were generally satisfied with the training, support and guidance given, however when questioned what they would like to see change within the foundation phase they mentioned how they would like more support materials and training. Another recommendation was to do with the Ratios within the classroom, According to Education Wales (2018) the staff to learner ration should be 1:8 when teaching 3 to 4 year olds as part of the delivery of high quality and effective Foundation Phase curriculum. The Welsh Government agree with this ration, in a research summery done in 2014 they found that teachers believed that the ratio of adult: child learning needed improving to implement the Foundation Phase. They estimated that in 2011/12 approximately half of the schools met the recommended ratios of 1:8 for Reception and Nursery pupils, and 90% of schools met the recommended ratios of 1:15 for Year 1 and Year 2 pupils, the issue Wales face is that there are too many children and not enough staff for the children to benefit fully from education these ratios need to change for the children to get the best learning possible. In an article by the department of education (2015) it looked at England's pedagogy and what they are doing correctly, England's pedagogical approach focuses on age and play in pedagogy, but they also have a good staff-child ratios in place that can positively impact children's learning. The new curriculum could prevent this problem by getting more practitioners trained to increase the number of teachers and LSA within the classroom so that children get more attention which in turn will benefit their learning as they will be able to ask more questions and get the help they need.

In the report written by Donaldson, (2015) he states how international surveys such as the OECD's, PISA highlight differences in performance between countries which results in a decision that educational systems in Wales are weak, and a change is needed. The OECD (no date) website looks at where our education is heading and agrees with Donaldson, that change needs to happen, their aims are to set goals and develop a common language for teaching and learning as well as understand the knowledge, skills, attitudes, and values that children need in the future. Phase one of the project concentrates on curriculum redesign which is essential when looking at the new curricula for Wales and stage two looks at curriculum implementation and how starting fresh needs to happen for change to occur. After the report was made

Donaldson, along with his team decided that a new curriculum would be enforced, there would be many changes from the foundation phase however there would still be a focus on play-based learning. The new curriculum would have 4 main purposes which are to be ambitious, capable learners, to be enterprising, creative contributors to be a healthy, confident individuals and to be ethical, informed citizens. As well as this the Structure of the curriculum is changing and should now focus on six areas of learning and experience these are; expressive arts, health and wellbeing, humanities, language, literacy and communication, mathematics and numeracy and lastly science and technology, these new changes give a more holistic approach to learning and will benefit children greatly as they are also changing the assessment and evaluation framework to be lighter and less stressful for children, it will now not depend on external or internal tests. As well as this one of the most important changes is that schools will be allowed to write their own curriculum giving teachers the freedom to become creative influences, this is very important as it is the teachers who teach the children and know them best so it could potentially be a massive step forward in bettering children's learning, many teachers are keen to use more play whilst learning which they will take from the foundation phase and use within the new curriculum.

Section 2

This Critical evaluation will look at standardised assessments verses formative and how they support the unique child. Being able to be a Unique child is very important within the early years school settings. As Professor Chris, in a YouTube video on the Unique Child (2013) discuss being a unique child means each child has their own individual personality, being unique means that the child is in control, they can decide what it is they want to do and how they want to be, being unique is about finding their own voice and individual capacity. It is important to trust children for them to be able to be a unique child, trusting a child means giving them the information they need and allowing them to push their own boundaries. According to Landsdowne Primary School (no date) looks at the current Standardized assessments these are done by three paper-based tests which are marked by schools and sent off to the Welsh government to be converted into a standardized score which is then compared to children the same age however this is not a fair way of assessing as children reach different milestone at different stages and should not be categorised at a certain level. In a book written by Basford, and Hodson, (2011) agree with Professor Chris, in that children need to feel Included and that

they have trust, support and that their well-being matters for them to feel like a unique individual. Galeen, describes feeling like a Unique child as being welcome, understood and accepted as well as feeling as though they belong. Each child has their own characteristics and temperament, and practitioners should take time to get to know the children within their setting to see what makes them unique, there are many factors that contribute to the unique child these are things like, race, culture, ability, interests and many more. It is also important that every child gets given the same opportunities, this does not mean that all children need to have the same opportunities but that all children get the access to opportunities that are appropriate to their own individual needs. Dweck, (2015), looks at how we perceive ability, she believes teachers effect children as they don't always believe in their capability which leads children to be negative about their own concept of their ability. Dweck, discusses how we should be positive towards children and their capability, the current standardised testing does not do this as it categorizes children, however the new curriculum for Wales focuses on children's ability and hitting milestones in their own time rather than by a certain age. In a YouTube video by Stanford Alumni (2014) Caroline Dweck discusses the power of 'not yet' she discusses how she went to a high school in Chicago where if children did not pass a test they would get the grade 'not yet', and how this had a massive impact on the children because rather than saying they had failed, they were told that they were not there yet but it gave them hope that they could get there eventually, if standard testing remains as the assessing method it should focus on this approach which gives children more of an ability to succeed.

Tierney, (2013) raises similar views to Dweck, in that teachers' assessments are not fair, In an Article written by Tierney, it discusses how for a long time schools have focused on standardised testing but the grading was inconsistent and questions are raised on if this form of assessing is fair, in recent months Covid has had an effect on testing and every Childs grade has depended on teacher assessments however questions are asked on if this was the correct thing to do as many teachers may not have had the time to properly assess the children and may have given them lower marks as they were not sure of their ability. However, on the other hand as Perekh, (2017) explains in his article, ability is defined by what we assess and test and children have different strengths and weaknesses for example a child may do exceptionally well in presentations or coursework but crumble under the pressure of assignments and exams, so teachers assessing could be a positive thing for children as teachers will be aware of their strengths and know their potential, in the future if teacher assessing is used again there should not be any algorithm as it questions teachers judgment. Perekh, also discusses how "teachers'

beliefs around students' abilities often determine the types of curricular activities that are conducted in class" this is the case with the current standard tests that happen which group children according to their ability and then depending on where the child sits on the marking system determines what ability group they will be put into, for example they may be put into a lower ability group where they are given a less demanding curriculum as teachers believe that they are not capable of anything above this level, or they will be put in a higher ability set as teachers believe they have more potential and need their capabilities pushed. As well as tests that teachers give, children's cultural background can affect teachers' perception of children abilities for example a teacher may place a Child who is from China in a higher-level mathematical class based on the stereotype that Chinese people are good with numbers, if the assessment methods changed children would not be placed in these categories meaning that each child will get an equal opportunity to progress and develop.

Culture plays a big role in the unique child as Devarakonda, (2013) discusses in her book "common knowledge of different cultures is superficial" what she means by this is that we look at culture by what we see for example what we wear, eat, do but we do not understand certain cultures this is down to our lack of awareness about context and backgrounds however it is important that children feel that their culture is valued, as under Article 30 of the UNCRC children and young people who belong to a minority group have the right to share their culture, language and religion with those around them. As practitioners we should make sure that this is something we do but things need to change in order to help children feel that their culture matters, In a YouTube video (2018) it discusses the cultural iceberg model and how when looking at culture it is like looking at an iceberg, when we see a different culture on the surface we see small differences things like religion, food, clothing as these are things we can observe, however underneath the surface are your non observable things such as beliefs, ideals, norms, roles, concepts and then at the deepest level of the iceberg are things like values, tastes, desires, assumptions and attitudes. To place the child in the centre of our learning we need to change the shared values and assumptions that is currently driving our curriculum. There should not be any barriers to learning and every child should be given the same opportunity. There could be a barrier if an assignment needs translating, when you try to translate words sometimes google translate can change the meaning, in order be fair and inclusive to all children current Pisa tests should be sent off to be translated correctly. As well as this children with additional learning needs may be capable enough to sit exams however it may be that they need additional time or a helper to explain the question, current assessments does not give them a fair

opportunity as they do not hit the required milestones at the required age to sit the assessment however as the routes for learning: Assessment booklet (2020) shows there are many different routes practitioners can use to help children with ALN for example giving them the correct tools, or if teachers found a different way to teach them that suits them they may get better outcomes as they will get the opportunity to test their capability. So how can we support the unique child while assessing them? Wales could possibly investigate how different places assess.

The Foundation stage in England (2021) focuses on four principles one of which is the unique child, as the Government website states every child should be treated as a unique individual who is constantly learning and have an opportunity to be resilient, capable, confident, and self-assured learners. The other principles focus on positive relationships, learning and development and the enabling environment. According to the Unique child (no date) the early years foundation stage places the child in the centre of its learning experience, they support children's development by observing and working with parents, they prioritise listening to children and respecting their ideas, they do this by learning what the children likes and dislikes as well as collecting information on the child's life outside of school.

An assessing method that is linked to ALN is Te-Whariki, Nuttall, (2013) book discusses Te-Whariki, the history and development of the framework which focuses on 4 principles which are Empowerment, Holistic development, family and communities and relationships. It encourages children to learn and teaches them about individuality, Wales could take this approach while assessing Children for example although Children are born in Wales they should still be recognised as a British citizens and their culture and language should be respected. Te-Whariki heavily influenced learning stories. This could be a beneficial assessment method Wales use to assess children. Learning stories are observations that happen in a form of a story. According to Rowan, (2011) learning stories are a map that teachers can use to reflect and plan a curriculum focusing on children's learning, it looks at what children did and how they felt during the activity, it looks at what the child experienced and should be very detailed. The teachers will analyse what the children do for example the child may have used their left hand to draw, they need to include this in the learning story. They can then use these learning stories to reflect and place steps for developing in the future. Rowan discusses how a women called Margaret Carr (2001), in collaboration with colleagues in New Zealand, developed learning stories, their purpose was to document children whilst involved in activities, by doing this practitioners will capture their emotions, expressions, ideas as well as

seeing how they go about solving problems. Teachers can see how a child has chosen to go about completing the activity and can take pictures, notes, save art or write up about what it is the child has achieved. They will document what it is the child has done well and what may need a bit of work to progress. They can then use these for future learning and will be placed in a portfolio and binders to track their development rather than making children complete tasks and assessments, this will benefit the children as it will give them the freedom to do what they like and make their own independent decisions without the pressure of reaching milestones by a set age or year. Learning stories are holistic in that it concentrates on what the learner can bring to the classroom and requires practitioners to get involved in understanding what it is the child is trying to achieve. However, although learning stories could be a massive benefit in the new curriculum there are also limitations to learning stories, for example do teachers have the time to write up a learning story for every child and how often will this be able to be done giving it the attention it requires. As My ECE (2021) discusses learning stories take time to write and are not done often enough with some placements only completing one a month, there are no guidelines on how often learning stories should be written and so it is important that if the new Welsh curriculum decide to use them, that guidelines are put in place on how often they should be done and what they should include. Funding is also a limitation as for most LSA practitioners they only get paid for Contact hours meaning they do not have the time to write these learning stories within the classroom and it is unfair to ask them to work on them out of hours when they are not being paid to do so. Stats Wales looks at the budget's schools get around Wales and although for example Swansea's budget is increasing it is still not enough to cover every LSA having a pay rise, this means the new curricula for Wales will also need to look at funding to help pay LSA practitioners more to help teachers in completing learners' stories in order to improve the way children are assessed.

section 3 – Blog: How well does the enabling pathways guidance support early years practice in Wales?

As a practitioner, I see various approaches that children use to tackle learning and will often wonder how as practitioners we can encourage this. As part of the new curriculum (2021), practitioners are advised to use the enabling pathways guidance. The benefits of implementing this is that the new curriculum is embedded within the enabling pathways document.

NDNA (2021) discuss how the Welsh Government recognised that further work was needed to help developmental changes that occur pre progression steps. The current guidance in the foundation phase curriculum did not support the enabling pathways, as it was not designed by practitioners, it was too structured and focused on assignments and grades rather than learning and gaining experiences. The enabling pathways guidance (2021) has been developed to support practitioners in the planning, designing, and implementing of an appropriate curriculum for learners pre progression steps, however although the guidance sits before it is not a target which fits in with the new curriculum for Wales as there will not be pressure on children to hit targets by a certain age. It sets out at the beginning of the learning journey and supplies a solid foundation for learners who need support in developing at their own pace, towards realising the four purposes of the curriculum.

The Enabling pathways Guidance can support the four purposes by allowing children to develop their skills and knowledge and empowering them to problem solve and do things for themselves and providing environments for children to be able to explore and discover. Practitioners should implement these four purposes when using the guidance that the enabling pathways set out.

The Enabling pathways guidance was looked at by a team put together by the Welsh government that consisting of; early year's advisory teachers, CWLWM representatives, early year's practitioners, sector professionals and Estyn, having this team discuss and help design the guidance works better to compare with the foundation phase as it will be a massive benefit for practitioners as they are the ones having to implement this and so it is important for them to have their say as they understand better than anyone what support needs giving and what need prioritising within the guidance. This fits in well with the new curriculum as practitioners also get input in writing the new curriculum and so can make sure that the enabling pathways guidance lines up.

There are 3 enablers within the enabling pathways guidance these are the enabling Adult, experiences, and environments.

The Welsh Government (2021) look at what the enabling adult is and what they should look like in practice. The enabling adult should help children develop their knowledge, skills, and confidence, they should allow children to learn and grow as individuals by taking a step back and supporting. Practitioners should empower children to test their capability and test their limits which will allow children to push their abilities taking control and steering their learning in the right direction. According to Natural play (2021) children are described as young sponges when they are in the early learning stages of their lives, and so it is important to encourage and support their learning as much as possible. It is important for practitioners to become children's learning allies. Children pick up on everything and can tell if an adult is taking a genuine interest in their lives and so it is vital as an enabling adult that you ask questions and revisit their learning showing them that you care. You should allow them to make mistakes and be vulnerable which in turn will help in gaining their trust and confidence. Doing these things as an enabling adult will support the new curriculum as it will minimise pressure on children to hit targets by a set time and allow them to grow.

Another Enabler is the enabling experiences the Welsh government (2021) looks at how experiences can promote learners' independence and offer opportunities as well as provide real life and authentic experiences, these experiences should be chosen by the children and should focus on their interests. According to Parenta (2014) giving children real life experiences can increase motivation, improve behaviour, Develop Communication & Language, and Develop Understanding of the World. As the Enabling pathways guidance was designed using early years practitioners they will be aware of the importance of having resources within the classroom and outside the classroom to allow these experiences to happen, this will fit in well with the new curriculum as schools can decide what resources they need and how they would like to use them for example schools could provide classrooms with home corners where they can set up areas that spark children's interests these can be things like a kitchen or doctors. They could also use other methods like using loose parts. The enabling experiences should allow children to grow and as practitioners we should allow children to re visit these experiences by leaving what has been set up for the children to return to if they wish to do so.

The last enabler is the enabling environment this supports exploration, it will inspire children and increase their curiosity. Having access to multiple environments will help stimulate and

scaffold learning, Pentagon play (2016) discusses how having the correct environment will influence the way in which children develop. It is important that Children have a balance of classroom and outdoor learning to help stimulate them. Sanford health (2018) discuss the benefits of outdoor learning, some of these benefits are an improvement in physical health, contribute to cognitive and social/emotional development, improves sensory skills and more. It is important that the enabling environment allows children to explore by being able to look and feel different textures which will stimulate their learning. Having different learning environments will encourage independence and inspire children. It is important that children feel a sense of belonging within their environment so that they feel valued, respected and a part of the settings. This fits in with the new curriculum as schools can choose to add different learning environments into the new curriculum for Wales in order for children to experience different surroundings and cultures.

All 3 enablers are linked to each other, and schools should follow the guidance on all 3 enabling pathways to improve children's development and support the new curriculum for Wales. The government website (2021) on the enabling pathways guidance recommends that practitioners should focus on the quality and impact of the interplay between the three key enablers when trying to improve children learning.

Basford, J. Hodson, E. (2011) *Successful Placements in Early Years Settings*, p.47.

Department for Education (2015) *Pedagogy in early childhood education and care (ECEC): an international comparative study of approaches and policies Research brief*. Available at: [Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](#) (Accessed on: 3rd October 2021).

Department of Education (2021) *Statutory framework for the early years foundation stage Setting the standards for learning, development, and care for children from birth to five*. Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#) (Accessed on: 6th October 2021).

Devarakonda, C. (2013) *Diversity and Inclusion in Early Childhood: An Introduction*. (Accessed on: 7th October 2021).

Donaldson, G. (2015) *Successful futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Available at: [successful-futures.pdf \(gov.wales\)](#) (Accessed on: 3rd October 2021).

Dweck, C. (2015) *Carol Dweck Revisits the 'Growth Mindset'*. Available at: [carol dweck growth mindsets.pdf \(cornerstonesd.ca\)](#) (Accessed on: 7th October 2021).

Educating Wales (2018) *Foundation Phase provision for three- and four-year-olds: Guidance for local authorities in Wales*. Available at: [foundation-phase-provision-for-three-and-four-year-olds-guidance-for-local-authorities-in-wales_0.pdf](#) (Accessed on: 3rd October 2021).

Grindheim, L, T. (2017) *European Early Childhood Education Research Journal*, Available at: <https://www.tandfonline.com/doi/full/10.1080/1350293X.2017.1331076> (Accessed on: 1st October 2021).

ITV News (2014) *Foundation phase teaching 'inconsistent,' reports find*. Available at: [Foundation phase teaching 'inconsistent,' reports find - ITV News](#) (Accessed on: 2nd October 2021).

King, P. Howard, J. (2010) *Understanding children's free play at home, in school and at the After School Club: A preliminary investigation into play types, social grouping and perceived control*. Available at: <file:///C:/Users/steph/Downloads/play%20types%20howard.pdf> (Accessed on: 1st October 2021).

Student Number: 1901537

Module Code: ECEY6007

Word Count: 5402

Lansdowne Primary School (no date) *Welsh Government Reading and Numeracy Assessments*.

Available at: [Welsh Government Reading and Numeracy Assessments | Lansdowne Primary School](#) (Accessed on: 7th October 2021).

Macdonald, N. (2018) 'The Foundation Phase' Unpublished Manuscript.

McNamee, J. Bailey, S, J. (2010) *The Importance of Play in Early Childhood Development*.

Available at: [Importance of Play.pdf \(pbworks.com\)](#) (Accessed on: 1st October 2021).

Merthyr Tydfil County Borough Council (2007) *Implementation of the foundation phase*.

Available at: [Microsoft Word - ImplementationoftheFoundationPhase0.doc \(merthyr.gov.uk\)](#) (Accessed on: 2nd October 2021).

My ECE Early Childhood Education (2021) *Learning Stories: What is a Learning Story? And is it a good way of assessing a child's learning?* Available at: [Learning Stories: What is a Learning Story? And is it a good way of assessing a child's learning? \(myece.org.nz\)](#) (Accessed on: 6th October 2021).

Nature Play (2021) *What is Child-led Play?* Available at: [Child-led Play - N A T U R E P L A Y \(nature-play.co.uk\)](#) (Accessed on: 17th October 2021)

NDNA (2021) *Curriculum for Wales 2022*. Available at: [Curriculum for Wales 2022 | NDNA Cymru](#) (Accessed on: 17th October 2021).

Nuttall, J (2013) *Weaving Te Whāriki - Aotearoa New Zealand's Early Childhood Curriculum Document in Theory and Practice* 2nd ed.

OECD (no date) *OECD Future of Education and Skills 2030*. Available at: [About - OECD Future of Education and Skills 2030](#) (Accessed on: 2nd October 2021).

Opstad, T. (2016) *The Stages of Play*. [video]. Available at: [\(2\) The Stages of Play - YouTube](#) (Accessed on: 1st October 2021)

Parenta (2014) *Why is it important to provide early years children with real life experiences?* Available at: [Why is it important to provide early years children with real life experiences? | Parenta.com](#) (Accessed on: 17th October 2021).

Parekh, G (2017) *The tyranny of "ability"* Available at: [*Parekh \(2017\).pdf](#) (Accessed on: 7th October 2021).

Student Number: 1901537

Module Code: ECEY6007

Word Count: 5402

Pentagon (2016) *Outdoor Learning and Play How to encourage, observe and facilitate 'free play' in your early years playground and classroom*. Available at: [Encourage Free Play In Your Early Years Classroom | Pentagon Play](#) (Accessed on: 17th October 2021).

Rowan, M, C. (2011) *Exploring the Possibilities of Learning Stories as a Meaningful Approach to Early Childhood Education in Nunavik*. Available at: [Exploring the possibilities of learning stories as a meaningful approach to assessment in Nunavik \(uvic.ca\)](#) (Accessed on: 6th October 2012).

Samulsson, I, P. Carlsson, M, A. (2008) *The Playing Learning Child: Towards a pedagogy of early childhood*. Available at: [Full article: The Playing Learning Child: Towards a pedagogy of early childhood \(tandfonline.com\)](#) (Accessed on: 1st October 2021).

Sanford Health (2018) *Top 5 benefits of children playing outside*. Available at: [Top 5 benefits of children playing outside - Sanford Health News](#) (Accessed on: 17th October 2021).

Stats Wales (no date) *Delegated School Budgets per pupil, by sector (£)*. Available at: [Delegated School Budgets per pupil, by sector \(£\) \(gov.wales\)](#) (Accessed on: 7th October 2021).

The United Nations Convention on the Rights of the Child (no date) *Article 30*. Available at: [Layout 1 \(unicef.org.uk\)](#) (Accessed on: 7th October 2021).

Thomas, F. Harding, S. (2011) *The role of play outdoors as the medium and mechanism for well-being, learning and development*. Available at: [02-White 4170-Ch-01.indd \(sagepub.com\)](#) (Accessed on: 1st October 2021).

Tierney, R. D. (2013) *Fairness in classroom assessment*. In J. H. McMillan (Ed.). *SAGE Handbook of Research on Classroom Assessment*. Thousand Oaks, CA: Sage Publications. Available at: [Fairness in Classroom Assessment \(1\).pdf](#) (Accessed on: 7th October 2021).

Unique Child Providing a unique foundation (no date) *Early Years Foundation Phase*. Available at: [Early Years Foundation Stage – Uniquechild](#) (Accessed on: 6th October 2021).

Waters, J. (2015) *The Foundation Phase in Wales – time to grow up?* Available at: [Microsoft Word - Final%20author%20version%20WJE\[1\].docx \(uwtsd.ac.uk\)](#) (Accessed on: 30th September 2021).

Welsh Government (2014) *An independent stocktake of the Foundation Phase in Wales*. Available at: [140519-independent-stocktake-of-the-foundation-phase-in-wales-en.pdf \(ioe.ac.uk\)](#) (Accessed on: 2nd October 2022).

Student Number: 1901537

Module Code: ECEY6007

Word Count: 5402

Welsh Government (2021) *Developing a vision for curriculum design*. Available at: [Developing a vision for curriculum design - Hwb \(gov.wales\)](#) (Accessed on: 17th October 2021).

Welsh Government (2021) *Enabling Pathways*. Available at: [enabling-pathways-consultation-document 0.pdf \(gov.wales\)](#) (Accessed on: 17th October 2021).

Welsh Government (2014) *Evaluating the Foundation Phase Key Findings on Pedagogy and Understanding*. Available at: [Evaluating the Foundation Phase Key Findings on Pedagogy and Understanding \(ioe.ac.uk\)](#) (Accessed on: 3rd October 2021).

Welsh Government (2014) *Evaluating the Foundation Phase Key findings on staffing*. Available at: [141111-foundation-phase-staffing-en.pdf \(gov.wales\)](#) (Accessed on: 3rd October 2021).

Welsh Government (2014) *Evaluating the Foundation Phase Key findings on Training, Support and Guidance*. Available at: [Evaluating the Foundation Phase - Key findings on Training, Support and Guidance \(gov.wales\)](#) (Accessed on: 2nd October 2021).

Welsh Government (2015) *Evaluating the Foundation Phase Final Report*. Available at: [Evaluating the Foundation Phase: Final report \(ioe.ac.uk\)](#) (Accessed on: 1st October 2021).

Welsh Government (2016) *Foundation Phase Action Plan*. Available at: [Foundation Phase Strategic Action Plan \(gov.wales\)](#) (Accessed on: 3rd October 2021).

Welsh Government (2020) *Routes for learning: Assessment booklet*. Available at: [Routes for learning assessment booklet english \(gov.wales\)](#) (Accessed on: 7th October 2021).

Welsh Government (2015) *Successful Futures Looking at the Curriculum and Assessment Arrangements in Wales*. Available at: [succesful-futures-a-summary-of-professor-graham-donaldsons-report.pdf \(gov.wales\)](#) (Accessed on: 3rd October 2021).

YouTube (2014) *Developing a Growth Mindset with Carol Dweck*. [video] Available at: [\(4\) Developing a Growth Mindset with Carol Dweck - YouTube](#) (Accessed on: 7th October 2021).

YouTube. (2013) *Teachers TV: A Unique Child*. [video]. Available at: [\(3\) Teachers TV: A Unique Child - YouTube](#) (Accessed on: 5th October 2021).

YouTube. (2018) *The Cultural Iceberg* [video]. Available at: [\(4\) The Cultural Iceberg - YouTube](#) (Accessed on: 7th October 2021).

Student Number: 1901537
Module Code: ECEY6007
Word Count: 5402