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Evaluating the Foundation Phase:

Technical Report

Chris Taylor[1], Trisha Maynard[2], Rhys Davies[1], Sam Waldron[1], Mirain Rhys[1], Sally Power[1], Laurence Moore[1], David Blackaby[3] and Ian Plewis[4]

([1]Wales Institute of Social and Economic Research, Data and Methods (WISERD), Cardiff University)

([2]Canterbury Christ Church University)

([3]Wales Institute of Social and Economic Research, Data and Methods (WISERD), Swansea University)

([4]University of Manchester)

Views expressed in this report are those of the researchers and not necessarily those of the Welsh Government

For further information please contact:

Name: Launa Anderson

Department: Knowledge and Analytical Services

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

Tel: 029 2082 5274

Email: launa.anderson@wales.gsi.gov.uk

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Glossary of Acronyms

AWFPA	All Wales Foundation Phase Advisors
BERA	British Educational Research Association
CCA	Cost Consequences Analysis
CSO	Case Study Observation
DECIPHer	Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement
ESRC	Economic and Social Research Council
Estyn	Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales
FP	Foundation Phase
FPA	Foundation Phase Advisors
IRR	Inter-Rater Reliability
KS1	Key Stage 1 National Curriculum
KS2	Key Stage 2 National Curriculum
MCS	Millennium Cohort Study
NCMA	National Child Minding Association
NPD	National Pupil Database
PLASC	Pupil Level Annual Schools Census
SEN	Special Educational Needs
TSO	Training and Support Officers
WISERD	Wales Institute of Social & Economic Research, Data & Methods
WPPA	Wales Preschool Providers Association

EXECUTIVE SUMMARY

Introduction and Aims of Report

1. In this report we present a technical discussion of the three year evaluation (August 2011 to August 2014). This includes an outline of the evaluation design, the methods used in the evaluation and other detailed information about the evaluation.
2. The Foundation Phase is a Welsh Government flagship policy of early years education (for 3 to 7-year old children) in Wales. Marking a radical departure from the more formal, competency-based approach associated with the previous Key Stage 1 National Curriculum, it advocates a developmental, experiential, play-based approach to teaching and learning. The policy has been progressively 'rolled out' over the last seven years so that by 2011/12 it included all 3 to 7-year-olds in Wales.
3. In April 2011 the Welsh Government, on behalf of Welsh Ministers, invited tenders for a three-year independent evaluation of the Foundation Phase. Following a competitive tender process, a multi-disciplinary team of researchers, led by Professor Chris Taylor from Cardiff University and the Wales Institute of Social & Economic Research, Data & Methods (WISERD), were appointed to undertake the evaluation in July 2011.
4. The three year evaluation (2011-2014) has four main aims, as outlined by the Welsh Government in its original research tender specification:
    - to evaluate how well the Foundation Phase is being implemented and highlight ways in which improvement can be made (the process evaluation);
    - to evaluate what impact the Foundation Phase has had to date (the outcome evaluation);
    - to assess the value for money of the Foundation Phase (the economic evaluation); and

- to put in place an evaluation framework for the future tracking of outputs and outcomes of the Foundation Phase (the evaluation framework).

5. There have been three main annual reports. The first annual report of the evaluation for 2011/12 (Taylor *et al.* 2013) sets out the work of the evaluation during its first year and provides a summary of the research and findings from Stage I of the evaluation design. The second annual report for 2012/13 (Taylor *et al.* 2014) provides a technical update on the evaluation and the methods used in Stage II of the evaluation design. The third and final report (Taylor *et al.* 2015a) provides a summary of the whole evaluation and presents the key findings and recommendations.
6. This report draws together these three reports to set out the methodology and methods used across all three years of the evaluation of the Foundation Phase.

The Evaluation Design

7. The evaluation employs a stepped wedge design to exploit the sequential roll-out of the Foundation Phase across a number of different schools and settings at different time periods. In particular, much of the evaluation focuses on comparing successive cohorts of children who have been through three sets of school settings at different stages of the implementation (the Pilot Stage, the Early Start Stage and the Final Roll-out Stage). This allows us to compare clusters of children who received the Foundation Phase against control clusters of children who did not receive the Foundation Phase from within the same cohort. It also allows us to model the effect of time of the Foundation Phase on its effectiveness and model the effect of length of the Foundation Phase on effectiveness.
8. The evaluation utilises a wide range of data and evidence, both quantitative and qualitative, and based on primary data collection and using existing administrative data. Data is collected at a national level and at the level of 41 case study schools and 10 funded non-maintained settings.
9. The main elements of the evaluation include:

- documentary analysis of Foundation Phase documentation that outline policy development, delivery and guidance materials for practitioners;
- interviews with Welsh Government policy officials and other key national stakeholders;
- a national survey of head teachers, centre managers and Foundation Phase lead practitioners; interviews with local authority personnel responsible for the implementation and delivery of the Foundation Phase;
- analysis of the National Pupil Database and Pupil Level Annual Schools Census; and
- case study visits – that include interviews with head teachers, teachers and Additional Practitioners, classroom observations (from reception to Year 2 classes), parental questionnaire, and a survey of Year 2 children.

Stage I of the Evaluation (2011/12)

10. Stage I of the evaluation involved:
    - Documentary evidence relating to *the design, delivery and implementation of the Foundation Phase*: This encompassed a wide range of materials, such as policy documents, guidance documents, training materials and curriculum materials. A theoretical framework was developed to analyse the extant documentation. This analysis was primarily used to develop the initial Policy Logic Model and Programme Theory for the Foundation Phase evaluation (Maynard *et al.* 2013).
    - A *national survey of head teachers, centre managers and Foundation Phase lead practitioners covering all Foundation Phase settings*: this collected information on, and responses to, staff qualifications, staff-pupil ratios, use of classroom assistants, use of outdoor environments, stumbling blocks to implementation, financial expenditure, obstacles to implementation, attitudes towards the Foundation Phase.

- *Interviews with key Welsh Government and local authority personnel*: this invited participants to discuss support for teachers, Welsh-medium provision in the Foundation Phase, monitoring and evaluation strategies, and data sharing.
- *An initial analysis of administrative educational data (*Pupil Level Annual Schools Census (PLASC) and the National Pupil Database (NPD)): this considered the apparent impact of the introduction of the Foundation Phase on attendance, teacher assessments at the end of Key Stage 1 and the Foundation Phase, and teacher assessments at the end of Key Stage 2.

11. The first year of the evaluation also involved the detailed development, sampling and piloting of research tools for the case study visits for Stage II of the evaluation.

Stage II of the Evaluation (2012/13)

12. Stage II of the evaluation largely involved the collection of data from 41 case study schools and 10 funded non-maintained settings. Schools were selected using stratified random sampling in order to ensure the following:
    - different regions of Wales;
    - different stages when the Foundation Phase was introduced in to schools; and
    - English- and Welsh-medium schools.
13. Case study visits took place between January and June 2013. A typical school visit took two days and involved the following elements:
    - observation of children and staff in Nursery, Reception, Year 1 and Year 2 classes;
    - classroom teacher survey;
    - interviews with head teachers and Foundation Phase lead practitioners;
    - interviews or focus groups with Teaching and Learning Assistants; and
    - survey of Year 2 pupils

14. Stage II of the evaluation also included a second iteration of national administrative data for pupil outcomes using an additional year's data.

Stage III of the Evaluation (2013/14)

15. The fieldwork in Stage III of the evaluation design has three main elements. These are:
    - Parent/carer survey: this survey was administered to all parents/carers of children in the Foundation Phase and Years 3 and 4 in the case study schools and funded non-maintained settings. This was designed to gather the perceptions and attitude of parents and carers towards the Foundation Phase.
    - Year 3 teacher interviews: 16 of the most experienced Year 3 teachers from across the 41 case study schools were interviewed to explore in more depth issues of transition between the Foundation Phase and Key Stage 2.
    - Activities with children: this included classroom tours with small groups of Year 1 pupils, focus group discussions with Year 2 pupils and a series of group and individual 'thinking skills' tasks with Year 2 pupils, all from seven of the case study schools.
16. Another major part of Stage III of the evaluation is the analysis and reporting of findings. This required establishing an analytical framework to identify a range of key themes and topics that were expected to form the basis of the Final Evaluation Report. This included the following topics:
    - Management and leadership
    - Training, support and guidance
    - Staffing
    - Children and families
    - Pedagogy and understanding
    - Environment (indoor/outdoor)
    - Welsh language
    - Literacy and numeracy
    - Exemplars of FP practice
    - Reported impacts

- Child involvement and wellbeing
- Transitions and assessment
- Future development of the FP
- NPD Report 1 (Stage I)
- NPD Report 2 (Stage II)
- NPD Report 3 (Stage III)
- Economic evaluation
- Technical report

17. Stage III of the evaluation included further analysis of national administrative data, but with a particular focus on the relationship between observed practice and outcomes in the Foundation Phase.
18. Finally, the analysis in Stage III of the evaluation included an economic evaluation of the Foundation Phase.

1 Introduction to the Evaluation Design

1.1. The Foundation Phase appears to mark a radical departure from the more formal, competency-based approach to early childhood education that has sometimes been associated with the National Curriculum. Drawing on evidence from good early years programmes in Scandinavia, Reggio Emilia and New Zealand (Te Whãriki) that indicate the adoption of an overly formal curriculum and extensive formal teaching before the age of six or seven can result in lower standards of attainment in the longer term, it promotes an experiential, play-based approach to learning for children aged 3 to 7-years-old. It emphasises the centrality of the child and the significance of children's wellbeing and advocates a balance of child-initiated and practitioner-directed (or practitioner-initiated) activities within stimulating indoor and outdoor environments.

1.2. In April 2011 the Welsh Government, on behalf of Welsh Ministers, invited tenders for a three-year independent evaluation of the Foundation Phase. Following a competitive tender process, a multi-disciplinary team of researchers led by Cardiff University and in conjunction with the Wales Institute of Social & Economic Research, Data & Methods (WISERD) were appointed to undertake the evaluation in July 2011.

1.3. The research team includes leading experts in their respective fields and from a number of different universities in Wales and England:

- Professor Chris Taylor (Director) (Cardiff University and WISERD)
- Professor Trisha Maynard (Co-director) (Canterbury Christ Church University)
- Professor Laurence Moore (Cardiff University and DECIPHer)
- Professor Sally Power (Cardiff University and WISERD)
- Professor David Blackaby (Swansea University and WISERD)
- Professor Ian Plewis (University of Manchester)

- Mr Rhys Davies (Cardiff University and WISERD)
- Dr Sam Waldron (Cardiff University and WISERD)
- Dr Mirain Rhys (Cardiff University and WISERD)

1.4. The evaluation began in August 2011 and was completed by December 2014.

1.5. The evaluation employs a stepped wedge design to exploit the sequential roll-out of the Foundation Phase across a number of different schools and settings at different time periods. In particular, much of the evaluation focuses on comparing successive cohorts of children who have been through three sets of school settings at different stages of the implementation: Pilot Stage settings, Early Start Stage settings and Final Roll-out Stage settings.

1.6. The Pilot Stage settings refer to the 22 schools and 22 funded non-maintained settings that first introduced the Foundation Phase in 2004/05. This included one maintained school and one funded non-maintained setting in each local authority in Wales. The selection of these schools is not entirely clear. Each local authority was asked to nominate a school and funded non-maintained setting, and the final selection was made by the Welsh Government. But on what basis schools and settings were nominated or finally selected is unclear and not necessarily consistent across local authorities (Maynard *et al.* 2013).

1.7. The Early Stage settings refer to a further 22 schools and 22 funded non-maintained settings that first introduced the Foundation Phase in 2006/07. Again this included one maintained school and one funded non-maintained setting in each local authority in Wales. These Early Stage settings were selected on the basis that they were located in Flying Start areas – a Welsh Government area-based programme targeting support families with children under four years of age in the most deprived areas of Wales. Consequently, these Early Stage

settings served disproportionately more socio-economically disadvantaged families.

1.8. The Final Roll-out Stage settings refers to all other maintained schools and funded non-maintained settings not involved in the first two stages of implementing the Foundation Phase. These settings first introduced the Foundation Phase in 2009/10, three years after the Early Stage settings and five years after the Pilot Stage settings.

1.9. The evaluation also utilises a range of methods to ensure it captures as many aspects of the implementation, delivery and impacts of the Foundation Phase programme.

1.10. The evaluation was largely undertaken in three Stages. The first annual report (Taylor *et al.* 2013) outlined the evaluation design and methodology in detail and reported the work of the evaluation during its first year, for the period August 2011-July 2012. This coincided with Stage I of the evaluation design. The second annual report (Taylor *et al* 2014) provided an update on the evaluation and the content of Stage II of the evaluation Design. The final evaluation report concentrated on key findings and recommendations from the evaluation.

1.11. In this Chapter we introduce the evaluation and its overall design.

Aims and Objectives of the Evaluation

1.12. The three-year evaluation (2011-2014) has four main aims, as outlined by the Welsh Government in its original research tender specification:

- to evaluate how well the Foundation Phase is being implemented and highlight ways in which improvement can be made (the process evaluation)
- to evaluate what impact the Foundation Phase has had to date (the outcome evaluation)

- to assess the value for money of the Foundation Phase (the economic evaluation)
- to put in place an evaluation framework for the future tracking of outputs and outcomes of the Foundation Phase (the evaluation framework).

1.13. The *Process Evaluation* is primarily concerned with evaluating the implementation of the Foundation Phase. The *Outcome Evaluation* is primarily concerned with the outcomes or impacts of the Foundation Phase on the capabilities of children in the Foundation Phase. The *Economic Evaluation* intended to undertake a cost-benefit analysis of the Foundation Phase. But due to the nature of data available and the broad range of intended outcomes (including outcomes that cannot yet be observed) an indicative Cost-Consequence Analysis (CCA) was undertaken. The last key output from the evaluation is the development of an *Evaluation Framework* for the Welsh Government to support future evaluation of the Foundation Phase.

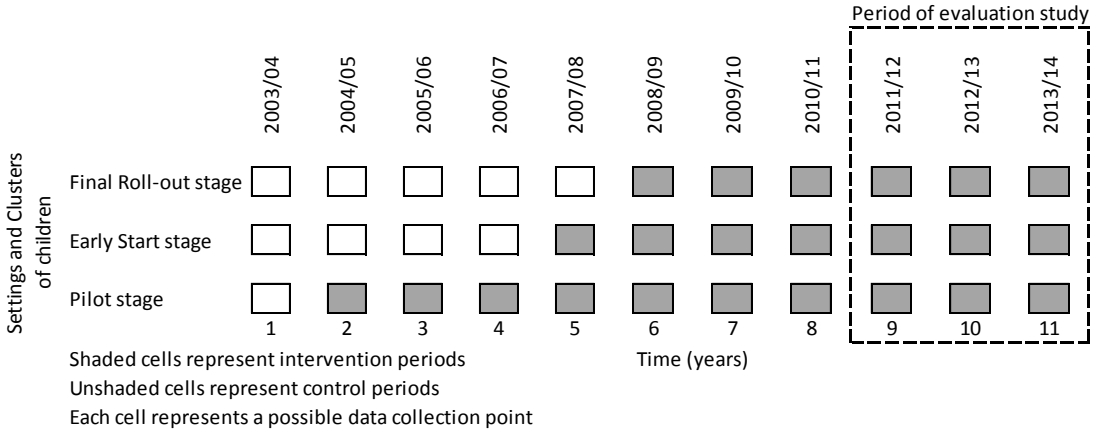
Design and Methodology

1.14. In developing the methodology and research design for this evaluation, a number of considerations relating to the implementation of the Foundation Phase were influential. The principal characteristic from which the evaluation has been designed is the way in which the Foundation Phase was rolled-out sequentially over time. In this evaluation we therefore distinguish between schools/settings at three phases of implementation (Figure 1). Other key characteristics of the Foundation Phase are outlined in Taylor *et al.* (2013).

1.15. The overarching structure of this evaluation follows a stepped wedge design (Brown and Lilford 2006; Hussey and Hughes 2007). This exploits the sequential roll-out of the Foundation Phase across a number of schools/settings at three different phases of implementation,

referred to as Pilot, Early Start, and Final Roll-out settings (see Figure 1). This allows us to compare clusters of children who received the early introduction of the Foundation Phase against control clusters of children who did not follow the Foundation Phase from within the same cohort. This contributes to the outcome evaluation.

Figure 1: Overview of Stepped Wedge Design for Evaluating the Foundation Phase



1.16. The evaluation utilises a wide range of data and evidence, both quantitative and qualitative, and based on primary data collection and using existing data (administrative and other). This has been organised at two geographical scales: at a *national* level, and at the level of individual *case study* schools (see Figure 2).

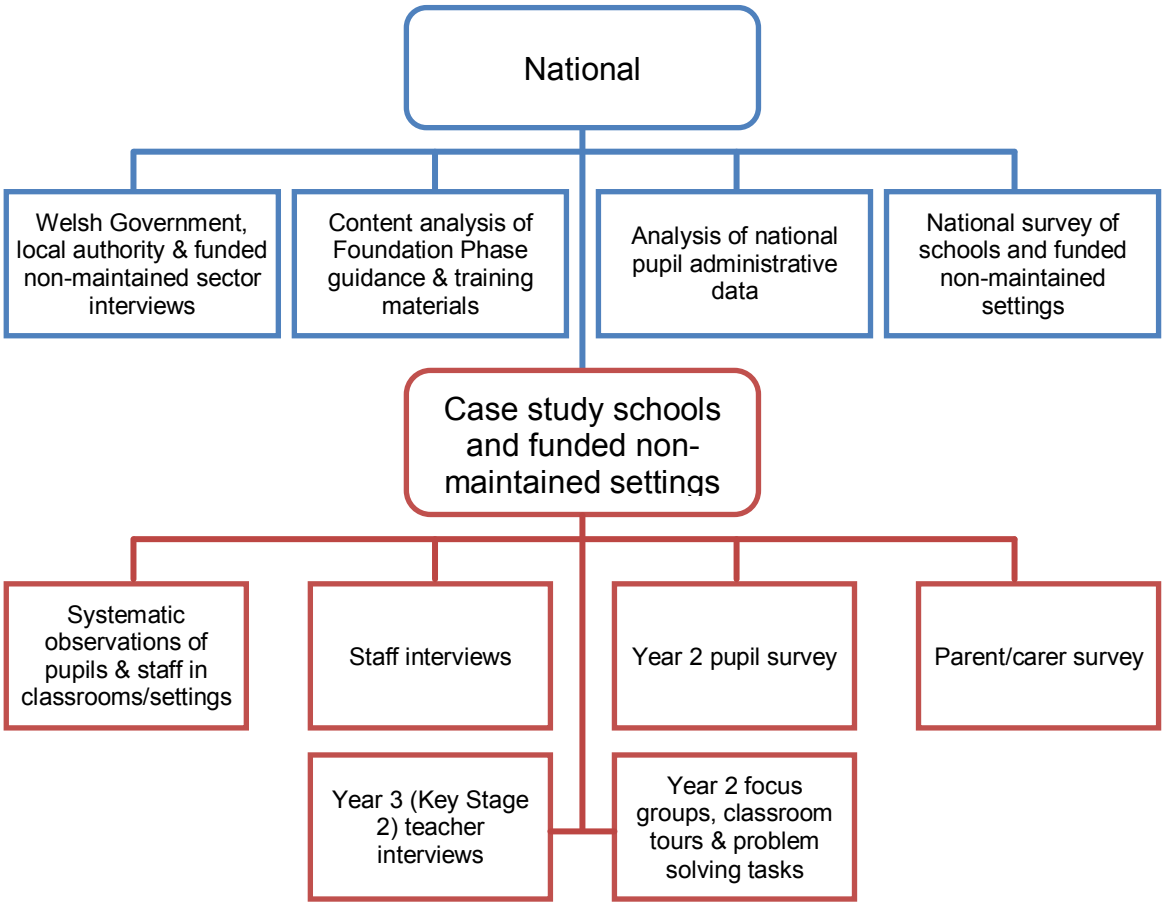
1.17. Data collection has been organised in three stages during the course of the evaluation: Stage I (January 2012-September 2012); Stage II (September 2012-June 2013); and Stage III (September 2013-April 2014).

1.18. Table 1 provides a summary of the main data collection techniques employed in the three stages of the evaluation and the associated response sizes for each group.

1.19. The evaluation was designed to ensure we obtained multiple perspectives on the different aspects of the Foundation Phase.

Sometimes this means we are asking similar questions to different people or stakeholders. Sometimes it means we are comparing what people (e.g. practitioners) say with what they do or with other 'objective' measures of the same outcome. This is commonly referred to as 'triangulation' in social science research.

Figure 2: Design and Main Elements of Evaluation



1.20. Employing a considerable degree of 'triangulation' in an evaluation like this has three main benefits. The first is that it can help to verify and add further warrant to a particular finding. The second main benefit is that in combining these multiple perspectives a more detailed understanding of the phenomenon or finding is likely. The third main benefit is where we find apparent contradictions between different

sources of evidence. In this evaluation there are a number of very important occurrences of this. When such apparent contradictions do arise it is important to note that this does not mean that one or the other source of evidence is 'wrong'. Instead, in trying to understand the contradiction or paradox we are often able to reveal new findings that would have otherwise been unobserved.

Table 1: Summary of Data Collection Techniques and Associated Response Rates

Respondents, Participants & Observations	Number*
Stage I	
National Survey of Head Teachers	361[a]
National Survey of Funded Non-Maintained Providers	243[b]
Local Authority Foundation Phase Adviser Interviews	19
Local Authority Training and Support Officer Interviews	18
Non-Maintained Umbrella Organisation Interviews	4
Stage II	
Child Observations	3,343
Classrooms Observed	131
Sessions Observed	239
Practitioners Observed	824
Year 2 Pupil Survey	671[c]
Head Teacher Interviews	41
Teacher Interviews	118
Lead FP Practitioner Interviews	37
Non-Maintained Leader Interviews	10
Non-Maintained Teaching & Learning Assistant Interviews	14
School Teaching & Learning Assistant Interviews	121
Stage III	
Parent/carer survey	1,008[d]
Year 3 teacher interviews	16
Year 1 pupil-led tours (approx. 5 pupils per tour)	6
Year 2 pupil focus groups (approx. 4 pupils per group)	7

* This does not include any observations and participants from the piloting of the data collection tools
Response rates: a = 26%; b = 30%; c= 100%; d = approximately 15%.

1.21. It also means the evaluation chose to adopt a mixed methods design (Gorard and Taylor 2004), collecting a wide variety of different kinds of data – qualitative and quantitative.

1.22. Each stage of the evaluation is discussed in more detail in the following Chapters.

Limitations of the Evaluation Design

1.23. There are a number of limitations to the evaluation. The main limitation is that the evaluation only began after the Foundation Phase had been introduced. Whilst it has been possible to compare educational outcomes from administrative data from before and after the introduction, the other more qualitative observations from the evaluation cannot be compared with observations prior to its introduction.

1.24. Another limitation is that the evaluation has not been designed to specifically examine the impact of the Foundation Phase in different types of schools. For example, we made no provision to include Special Schools in our case study settings. Secondly, the relatively limited number of case study schools that could be included in this evaluation means that it is not possible to examine the particular impact on bilingual, faith, urban or rural schools. Finally, we only make comparisons between different regions of Wales and do not systematically examine the implementation of the Foundation Phase in each local authority.

1.25. The final main limitation of the evaluation relates to the complex nature of the education system. The Foundation Phase represents a universal reform of the national curriculum for three to seven-year-olds. Alongside this there have been numerous other education initiatives and policies that may have had an impact on the implementation of the Foundation Phase.

1.26. For example, Taylor *et al.* (2015a) describes the possible tension between the Foundation Phase and the introduction of the Literacy and Numeracy Framework. In addition, the Pupil Deprivation Grant, aimed at mitigating the impact of socio-economic deprivation on learners, was also introduced in 2012 (Pye *et al.* 2014). Another major policy that coincides with the introduction of the Foundation Phase and this evaluation was the Welsh Government's Behaviour and Attendance Action Plan in 2009, and subsequently revised in 2011.

1.27. Attempting to identify the cause and effect of targeted educational initiatives on outcomes has always been very difficult. To ascribe causation to a universal reform is even more complex. But to do this *and* distinguish between the contributions of numerous educational policies is a major undertaking, for which almost no evaluation has the resources or capacity to achieve.

1.28. Throughout the reporting of the evaluation, the research team have been very careful in the way key findings have been presented. In particular, great care has been taken in distinguishing between findings that can be verifiable (e.g. through the use of comparators and triangulation) and those in which there is less support for.

Ethics

1.29. The lead researcher is a member of the British Educational Research Association (BERA), and the evaluation adheres to the BERA 2004 Ethical Guidelines for Educational Research and the BERA Charter for Good Practice in the Employment of Contract Researchers (2001). Prior ethical approval for all components of the evaluation adheres to the Research Ethics Framework of Cardiff University and all researchers have been subject to Criminal Record Bureau (CRB) checks.

1.30. Throughout the evaluation detailed information sheets have been produced (in English and Welsh) for all potential participants inviting them to participate. For the case study observations (see Chapter 3) opt-out consent[1] was offered to all parents/carers.

1.31. In accessing and analysing data from the National Pupil Database, the Welsh Government have provided anonymous individual pupil data with variables that ensure identification of the individual pupil is not possible and cannot be linked to other data that might identify the individual pupils. The analyses of pupil level data will be presented for cohorts and specific groups and anonymity and confidentiality of individual named data will be strictly observed.

1.32. It should be noted that all participating schools and respondents have been assured of confidentiality in the presentation of results. Therefore no staff or schools are named in any evaluation reports and descriptions of schools or settings have been kept minimal to avoid their identification.

Organisation and Administration

1.33. The lead researcher and director of the evaluation is Professor Chris Taylor, based in the Wales Institute of Social & Economic Research, Data & Methods (WISERD) in Cardiff University. Alongside the director are a group of senior academics based at various universities in England and Wales that provide necessary support in their respective disciplines and fields of expertise as required. The evaluation was also supported by two full-time researchers and one part-time administrator.

1.34. The Welsh Government convenes and coordinates a Foundation Phase Evaluation Advisory group for the evaluation, with members of the group from the Department for Education and Skills (DfES),

[1] All parents/carers were sent a letter home to inform them of the nature of the research and asking them to let the School know if they did not wish their child to be included.

including colleagues responsible for the Foundation Phase, and colleagues from Knowledge and Analytical Services in the Welsh Government. The advisory group also includes representatives from Estyn and local authorities. The terms of reference for this group are outlined in Taylor *et al.* (2013).

1.35. In addition, the evaluation team has its own Evaluation Team Advisory Group independent of the Welsh Government. The membership of this Group includes head teachers, practitioners, parents/carers, key stakeholders from the higher education sector (including leading academic researchers and Initial Teacher Education providers), and representatives from the non-maintained sector. The terms of reference for this group can also be found in Taylor *et al.* (2013).

2 Stage I of the Evaluation

2.1 In the first annual report (Taylor *et al.* 2013) we provided a detailed account of Stage I of the evaluation (2011/12). This stage involved four main elements:

(a) Documentary analysis of Foundation Phase materials and guidance.

(b) Stakeholder interviews (Welsh Government officials, Local Authority Foundation Phase Advisors, Training Support Officers).

(c) Survey of head teachers and Foundation Phase lead practitioners.

(d) Data analysis of PLASC/NPD.

Documentary Analysis of Foundation Phase Materials and Guidance

2.2 The first research activity to be undertaken was documentary analysis of all Foundation Phase materials, documents and guidance published by the Welsh Government (Appendix A provides a list of materials used for this).

2.3 The aim of this was to develop an initial policy logic model for the Foundation Phase, primarily to aid the design and progress of the evaluation, by identifying what might be termed the 'official discourse' of the Foundation Phase as outlined by the Welsh Government.

2.4 This was achieved through an exploration of the extant documentation relating to the establishment, development and implementation of the Foundation Phase, published by the Welsh Government since devolution in 1999 and leading up to the beginning of the evaluation in 2011. The main policy document that underpinned this new early years curriculum is the Foundation Phase Framework (Welsh Assembly Government 2008), supported by a series of additional guidance documents.

2.5 In developing a policy logic model for the Foundation Phase, we outlined and described the *context* for the introduction of the Foundation Phase, its *aims*, its educational *rationale* (including the underpinning theoretical *approach* and suggested *pedagogy)*, its *inputs* (including its *statutory curriculum*), its *processes and activities*, and its intended *outcomes.*

2.6 A report outlining the process of analysis, the documents included in the analysis, the resulting policy logic model and associated programme theory, and the conclusions drawn from this work are published separately (Maynard *et al.* 2013).

Stakeholder Interviews (Welsh Government officials, Local Authority Foundation Phase Advisors, Training Support Officers)

2.7 The second main research activity during Stage I of the evaluation were interviews with:

- Welsh Government officials, responsible for leading the implementation of the Foundation Phase;
- Local Authority Foundation Phase Advisors; and
- Local Authority Training and Support Officers (TSOs).

2.8 During February and March 2012, interviews were conducted with three participants who were centrally involved in the implementation of the Foundation Phase. The aim of these interviews was to provide a timeline for the design, implementation and roll-out of the Foundation Phase since its inception. All interviews were conducted face-to-face and were audio recorded. An example of the Information Sheet provided to stakeholder interviewees is in Appendix B.

2.9 Although the interviews were very productive in assisting us in recreating a timeline in the development of the Foundation Phase and in identifying what were considered to be the main current issues

relating to the Foundation Phase, they did raise a number of sensitive issues about its development, both in terms of the policy-making process and in establishing the content of the Foundation Phase.

2.10 Following discussion with the Welsh Government's Foundation Phase Evaluation Advisory Group, it was felt that the 'history' to the introduction and establishment of the Foundation Phase should not be of immediate concern to the evaluation unless it was found that issues relating to its current implementation and delivery could be related back to its policy origins. As a result, the evaluation team decided not to proceed with additional stakeholder interviews surrounding its inception.

2.11 The next major set of interviews conducted during the first year of the evaluation, were with the Local Authority Foundation Phase Advisors (FPAs). There is a designated Foundation Phase advisor in each local authority, typically responsible for all early years education, although for some they can have additional educational duties and responsibilities. This group meets regularly through the All Wales Foundation Phase Advisors group (AWFPA).

2.12 The aim of these interviews was to gain an understanding of the role that these individuals have had in the delivery of the Foundation Phase and for their perceptions of the successes, challenges and future of the programme. These interviews were also designed to provide a representation or indication of their wider institutional context at the local authority level.

2.13 In total 19 local authority Foundation Phase Advisors were interviewed, representing 19 of the 22 local authorities in Wales. All interviews were conducted by telephone and have been audio recorded and transcribed. Interviews lasted between 45 minutes to over two hours in length. Interviewees were asked a number of questions designed to elicit their personal experiences and anecdotal evidence of the

Foundation Phase relating to the programme as a whole, their relationship with the Welsh Government, the involvement of their respective local authority in the implementation of the Foundation Phase, and their support to practitioners working in the Foundation Phase. The interview schedule used for these interviews is in Appendix C.

2.14 In addition to the local authority Foundation Phase Advisors, 18 Training and Support Officers (TSOs) were interviewed. Each local authority receives funds from the Welsh Government to employ one TSO, usually a teacher seconded from within the local authority, to support the Foundation Phase Advisors in the training and support of Foundation Phase practitioners in their authority. The interview schedule used for these interviews is in Appendix D.

2.15 Additional interviews have also been conducted with representatives from the National Child Minding Association (NCMA), the Wales Preschool Providers Association (WPPA) and Mudiad Meithrin.

Survey of Head Teachers and Foundation Phase Lead Practitioners

2.16 Another major feature of the first year of the evaluation was a national survey of head teachers and Foundation Phase lead practitioners in primary schools and other funded non-maintained settings. The surveys were circulated to all primary schools (including infant schools) and funded non-maintained settings. In total 1,374 surveys were sent to schools and 763 sent to funded non-maintained settings.

2.17 The surveys were distributed in June 2012 and early July 2012 and respondents were asked to return the completed survey by the end of the Summer Term 2012. The initial response rate to this was 15% from schools and slightly higher from the funded non-maintained sector.

2.18 The surveys were then recirculated to all non-respondents in the Autumn Term of 2012/13. This increased the response rate to 26% of schools (355 responses) and 30% of funded non-maintained settings (226 responses).

2.19 The surveys were piloted in the Spring Term of 2011/12 with a small number of head teachers and funded non-maintained setting managers, including those on the evaluation's advisory group. It also built upon the findings from the documentary analysis undertaken earlier in Stage I of the evaluation.

2.20 The surveys contained a wide range of open and closed questions (see Appendix E for the school survey and Appendix F for the funded non-maintained setting survey) including questions to gather detailed information on staff numbers not available from existing administrative data. The survey also asked head teachers about their attitudes towards the Foundation Phase, and their reflections on the successes and challenges in its implementation

2.21 The survey has a second section that is designed to be completed by someone with more day-to-day responsibilities for the delivery of the Foundation Phase (usually a Foundation Phase lead practitioner – who could also be the head teacher). These respondents are asked additional questions about the attitudes of practitioners in the schools in relation to the Foundation Phase, its implementation and its impact on themselves and their pupils.

2.22 The survey also asked respondents to gauge what kind of impact they believe the Foundation Phase has had (or not) on children and whether its impact has been unevenly distributed on different groups of children (e.g. boys or children from socio-economically disadvantaged backgrounds).

Analysis of Administrative Data

2.23 During Stage I of the evaluation we undertook an initial analysis of national administrative educational data from the Pupil Level Annual Schools Census (PLASC) and the National Pupil Database. All data has been obtained following the completion of a number of Data Access Agreements with the Welsh Government. Not only does this include information relating to the data and variables we have been given access to, but it also contains the conditions in which we can use and present this data. Prior to the commencement of the evaluation, we prepared a Data Management Plan that covers the measures in place to avoid unauthorised access to the data and how we will preserve anonymity of individuals in the data.

2.24 The initial analysis of data undertaken during the first year of the evaluation was published in 2013 (Davies *et al.* 2013). This first analysis of the NPD utilised data up to and including 2010/11. Davies *et al.* 2013 provides more details about the data used, the techniques used to analyse the data, and initial results.

2.25 The NPD only contains data for pupils in maintained schools. There is no routine data collected at the national level on pupils in funded non-maintained settings. Therefore any analysis of administrative data really only considers pupils in the last three years of the Foundation Phase (i.e. in Reception, Year 1 and Year 2).

2.26 In this first analysis of administrative data we drew upon data for approximately 226,000 school pupils over the period 2004/05 to 2010/11. Of these approximately 74,000 were in the Foundation Phase during this time period (4,500 in Pilot Stage schools, 6,800 in Early Start schools and 38,000 in Final Roll-out schools). The administrative data provided information about each pupil during three years

(Reception, Year 1 and Year 2), the equivalent of 679,132 pupil 'events' of which 114,661 pupil 'events' were associated with the Foundation Phase).

2.27 One particular methodological issue we had to address is how to compare Foundation Phase outcomes (the End of Foundation Phase Assessments undertaken with Year 2 children) and the KS1 National Curriculum outcomes (also undertaken by Year 2 children). Although official documentation suggests there is a direct link between the two assessments (in the areas of literacy and numeracy), it appears that there has been significant variation in the use of the Foundation Phase outcomes, and that their use has tended to be 'adjusted' over subsequent years as practitioners appear to become more familiar with the assessments. However, these apparent 'fluctuations' make direct comparisons between KS1 and Foundation Phase outcomes not straightforward.

2.28 We also undertook some descriptive analysis of adult-to-pupil ratios in schools, although the quality and accuracy of this data is weaker than it is for other variables in the data. For example, we have not been able to examine adult-to-pupil ratios by year group, since many schools only report aggregated data or because of the complex ways in which adults are 'attached' or shared across year groups and classrooms. A relatively large number of mixed age classrooms that tend to exist in small primary schools in Wales further complicate this.

2.29 Despite these methodological and analytical challenges we were able to examine the apparent impact of the Foundation Phase on three outcome measures: absenteeism, Year 2 Foundation Phase outcomes (when children are aged 6/7), and Year 6 Key Stage 2 outcomes (when children are aged 10/11). Furthermore it also examined the differential attainment of particular groups of pupils, namely by sex, ethnicity, special educational needs and whether pupils were eligible for free

school meals or not (the latter is frequently used as a proxy for socio-economic background).

2.30 The evaluation employed two analytical approaches to this in Stage I of the evaluation. First, we drew upon the stepped wedge approach by comparing the outcomes of pupils in schools that introduced the Foundation Phase early (the Pilot schools and the Early Start schools) with the outcomes of pupils from the same cohort but who attended schools who introduced the Foundation Phase later (the Final Roll-out schools).

2.31 The second analytical approach taken was to use propensity score matching to identify similar pupils and similar schools when comparing the outcomes associated with the Foundation Phase with outcomes associated with its Key Stage 1 predecessor (Davies *et al.* 2013).

3 Stage II of the Evaluation

3.1 Stage II of the evaluation (2012/13) had two main elements: (a) the selection and collection of data from case study schools and settings, and (b) a second iteration of analysis of national administrative data.

Case Studies

3.2 The original aim was to select 40 schools and 10 funded non-maintained settings. The schools were selected through stratified random sampling – stratified by educational consortia region of Wales and stage of implementation and then randomly selected. A minimum number of Welsh-medium schools were identified prior to selection with additional Welsh-medium schools to be randomly selected if this number was not met. The majority of funded non-maintained settings were to be selected on the basis of being 'feeder' settings in to the case study schools.

3.3 In total, 73 schools were asked to participate. Initially 40 head teachers were sent a letter of invitation, including details about the evaluation and what their participation would involve (a copy of the invitation to participate is in Appendix G). These invitations were then followed up a week later via telephone by members of the research team.

3.4 Two schools agreed to participate but later had to withdraw from the evaluation due to pending Estyn inspections. One school was due to close during the year. A further 24 schools declined to participate. In most cases the next randomly selected school agreed to participate. In a very small number of cases the second randomly selected school also declined to participate, which meant that a third school had to be randomly selected. Obviously this has implications for how 'random' the case study schools were, but given the process of randomisation was at the regional level we are confident that there is minimal self-selecting bias in the final sample.

3.5 Within the schools that declined or could not participate there were three Early Start schools and two Pilot schools.

3.6 The selection of funded non-maintained settings always intended to use purposive sampling – i.e. they were to be selected because they were deemed to be a 'feeder' in to one of the case study schools. However, the majority of case study schools had their own nursery classes or attached maintained units. This meant that only seven of the funded non-maintained settings could be selected on this basis. The remaining three funded non-maintained settings were selected on the basis of recommendations and to ensure there was a suitable geographical spread.

3.7 In total 41 schools and 10 funded non-maintained settings agreed to be case studies. The final sample of case study schools and funded non-maintained settings is summarised in Table 2 and Table 3.

Table 2: Summary of Case Studies by Region

Sector and medium of instruction	Regional Consortia			
	North Wales[1]	South West and Mid Wales[2]	Central South Wales[3]	South East Wales[4]
Maintained schools	10	14	10	7
Welsh Medium	*5*	*5*	*4*	*0*
*English Medium**	*5*	*9*	*6*	*7*
Funded Non-Maintained Settings	4	2	3	1
Welsh Medium	*2*	*2*	*1*	*0*
English Medium	*2*	*0*	*2*	*1*
TOTAL	**14**	**16**	**12**	**9**

1. Flintshire, Conwy, Wrexham, Gwynedd, Isle of Anglesey, Denbighshire Local Authorities
2. Swansea, Neath Port Talbot, Carmarthenshire, Pembrokeshire, Powys, Ceredigion Local Authorities.
3. Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff, Vale of Glamorgan Local Authorities.
4. Caerphilly, Monmouthshire, Newport, Blaenau Gwent, Torfaen Local Authorities.

* Includes one dual-stream school

Table 3: Summary of Case Study Schools by Phase of Implementation

Stage of implementation	Regional Consortia North Wales[1]	South West and Mid Wales[2]	Central South Wales[3]	South East Wales[4]	Total number
Pilot	1	2	1	1	**5**
Early Start	1	2	1	1	**5**
Final Roll-out	8	10	8	5	**31**
TOTAL	**10**	**14**	**10**	**7**	**41**

1. Flintshire, Conwy, Wrexham, Gwynedd, Isle of Anglesey, Denbighshire Local Authorities
2. Swansea, Neath Port Talbot, Carmarthenshire, Pembrokeshire, Powys, Ceredigion Local Authorities.
3. Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff, Vale of Glamorgan Local Authorities.
4. Caerphilly, Monmouthshire, Newport, Blaenau Gwent, Torfaen Local Authorities.

3.8 For schools or funded non-maintained settings with more than one class/group in each group only one class was selected to be involved in any classroom/setting observations. The decision as to which class was selected was left to the school, but they were encouraged to select the class/group with the most experienced teacher/lead practitioner.

3.9 Once the schools and funded non-maintained settings had agreed to participate, information sheets and letters were sent to all parents of children in the Foundation Phase (see Appendix H). This invited them to opt their child 'out' of the study, meaning that their child would not be observed by the evaluation team[2]. In total, two parents in two separate schools opted their child out of the study.

Case Study Visits

3.10 Visits to all the case study schools and funded non-maintained settings took place between January 2013 and July 2013. A typical school visit

[2] The decision about how to manage any 'opt-outs' were taken by the school, but in effect this was understood to mean that either the child would join another class or do a separate activity with a member of staff.

took two days, although for some smaller schools this only took one day. Each school visit included the following elements[3]:

- observation of children and staff in Nursery, Reception, Year 1 and Year 2 classes;
- classroom teacher survey;
- interviews with Head Teachers and Foundation Phase lead practitioners;
- interviews or focus groups with Teaching and Learning Assistants; and
- a survey of Year 2 pupils.

3.11 Funded non-maintained settings included observations and interviews with the setting manager.

3.12 A typical schedule for a case study school visit is presented in Table 4. This shows that observations of most classes (for Reception, Year 1 and Year 2) were undertaken in a morning and an afternoon.

Table 4: Example Case Study School Visit

Approximate Time	Day One	Day Two
9.00-10.00	Observation – Reception	Observation – Nursery
10.30-11.30	Observation – Year 1	Observation – Year 2
1.00-2.00	Observation – Reception	Observation – Year 2
2.30-3.30	Observation – Year 1	Pupil Survey – Year 2
3.30-4.00	Interview – Head teacher	Interview/Focus Group – Additional Practitioners
4.00-4.30	Interview – FP Lead Practitioner	

3.13 Observations were designed to provide a snap-shot of how a Foundation Phase class/activity is being designed and delivered.

[3] All case study visit tools were piloted in a variety of additional settings during the Autumn Term of 2012 prior to the commencement of the case study visits.

Observations were largely of the children in order to gauge (a) the pedagogic and curricula activities they were engaged in, (b) to measure their engagement with that activity or activities, and (c) to provide an indication of their wellbeing during that activity or activities.

3.14 In addition to the pupil observations, the researchers made observations of the classroom layout and of the staff in each classroom to examine their role and relationship with the pupils. Pupil observations were undertaken systematically of a randomly different pupil every two minutes. For each pupil observed a measure of their involvement and wellbeing was taken using Leuven Scales (Laevers, 2005).

3.15 There were several tools used in each session observation: Background information for each session (CSO1); Two-minute interval observation of children (CSO2); Implementation type (CSO3); Quick-fire teacher survey (CSO4). See Appendix I for copies of these tools[4]. Several of these tools refer to particular key words associated with the Foundation Phase. The definitions of these terms used by the evaluation team are provided in Appendix J.

3.16 Two researchers were involved in collecting observational data systematically. To ensure inter-rater reliability both researchers were involved in the development of the tools and in piloting them. Piloting of all tools took place in five schools, funded non-maintained and unfunded non-maintained settings known to the evaluation team during Autumn 2012.

3.17 The two researchers then undertook simultaneous observations in the first five case study school visits of children and classrooms. Table 5 provides a summary of the inter-rater reliability for several components of these classroom observations. In all components the inter-rater

[4] These tools were very slightly modified for observations in the funded non-maintained settings.

reliability scores would suggest there was 'substantial agreement' between the two researchers (Landis and Koch 1977).

Table 5: Summary of Inter-Rater Reliability (IRR) for Classroom Observations

Component of observation	Type of rating	IRR measure	No. of observations	IRR result
Areas of Learning	Binary	Cohen Kappa	2,611	0.67
Child Involvement	Scale	Pearson Correlation	373	0.71
Child Wellbeing	Scale	Pearson Correlation	373	0.64
Foundation Phase Keywords	Binary	Cohen Kappa	14,810	0.70
Session Level	Scale	Pearson Correlation	426	0.81

3.18 In addition to the classroom observations the researchers administered a short classroom teacher survey (see Appendix I). This was complemented by interviews with the head teacher (or acting head teacher), the lead Foundation Phase practitioner (if different to the head teacher) and a number of Additional Practitioners. The interview schedules used for these are provided in Appendix K.

3.19 Lastly, each case study school visit included a self-completion survey by Year 2 pupils (age 6/7 years) (see Appendix L). This survey was designed to be similar to the age 7 child survey of the Millennium Cohort Study (MCS) and was piloted in two schools. Usually children completed these surveys in groups of five with the support of the researcher. In some cases an Additional Practitioner was also present. All Year 2 pupils in school on the day of the visit completed the survey.

3.20 As Table 1 shows, from the 41 schools and 10 funded non-maintained settings, we observed 131 different classrooms/groups and a total of 239 sessions. This involved observations of 824 practitioners and

systematic observation of over 3,000 children. All 41 head teachers and 10 non-maintained lead practitioners were interviewed. A further 37 Foundation Phase lead practitioners, 118 other Foundation Phase teachers and over 130 additional practitioners were interviewed during this stage of the evaluation.

3.21 A total of 671 Year 2 pupils participated in the self-completion survey.

3.22 During the summer 2013 all case study schools received a summary report from the evaluation drawing on three sources of data collected from their schools: classroom observations of Foundation Phase pedagogy, parent/carer survey and Year 2 pupil survey. Selected items from each of these three sources were presented in the school reports comparing the school-level average (or aggregated results) with the evaluation-wide average (or aggregated results). This allowed schools to compare themselves on a range of indicators against other case study schools.

Analysis of Administrative Data

3.23 During Stage II of the evaluation a further iteration of analysis of national administrative data was undertaken. In effect this replicated much of the analysis completed in Stage I of the evaluation, but with the addition of data for 2011/12. This included approximately a further 33,500 pupils (or 100,813 pupil 'events') to the analysis conducted in Stage 1 of the evaluation.

3.24 As with Stage I this analysis of administrative data did not include data from funded non-maintained settings since this is not routinely collected.

3.25 As before, this focussed on a range of educational outcomes, including attendance and end of Key Stage 2 educational achievement. Again, this compared pupils who had experienced the Foundation Phase with

pupils who went through the Key Stage 1 National Curriculum. It also compared the outcomes of particular groups of pupils, including by sex, special educational needs, ethnicity and eligibility for free school meals.

3.26 The results of this analysis were published in January 2015 (Taylor *et al.* 2015b).

3.27 One of the consequences of this analysis of administrative data was that the data on staffing provided by the Welsh Government and used in the first report (Davies *et al.* 2013) contained some inaccuracies. This was corrected in the second iteration, although it did not significantly affect the results.

3.28 A major feature of using data for 2011/12 in this second iteration of administrative data analysis was that it included the first complete cohort of pupils to reach the end of the Foundation Phase. As a result we were able to examine Foundation Phase outcomes for all primary schools (i.e. including schools in the Final Roll-out).

3.29 Although there was greater continuity in levels of achievement between the Foundation Phase outcomes and the previous year's Key Stage 1 outcomes, it reaffirmed a previous conclusion about the incongruity between comparing Key Stage 1 outcomes with the new Foundation Phase outcomes.

3.30 Another feature of the Stage II analysis was that the number of pupils to achieve Key Stage 2 outcomes who had experienced the Foundation Phase doubled (i.e. from one to two cohorts of pupils who had attended Foundation Phase Pilot schools). Importantly, the new analysis generated very similar findings from the first analysis, reinforcing the finding that we observe improvements in Key Stage 2 outcomes for Foundation Phase pupils.

3.31 Following the agreement of the Welsh Government, it was decided not to undertake a third iteration of this analysis of the NPD in Stage III of the evaluation. This decision was taken for two main reasons. The first was that the findings from the second iteration were consistent with the first iteration. The second reason was that the next year of data for 2012/13 would only provide another small cohort of pupils reaching the end of Key Stage 2 from Pilot Foundation Phase schools.

3.32 Since the additional year of administrative data would not provide a significantly different set of data to analyse, it was felt that any results would only replicate previous findings. Instead it was decided to focus any further analysis of the NPD in Stage III of the evaluation on the relationship between educational outcomes and findings from the 41 case study schools (see Chapter 4).

4 Stage III of the Evaluation

4.1 Stage III of the evaluation (2013/14) comprised three main features: (a) further data collection from the case study schools, (b) a programme of analysis to bring together all the various elements of the evaluation design, and (c) a programme of reporting and communicating.

Stage III Data Collection

4.2 The main elements of Stage III data collection were:

- parent/carer survey;
- year 3 teacher interviews; and
- activities with children.

4.3 Each of these three elements is discussed below. The research tools for each of these areas were developed and piloted during the Autumn Term 2013 in three primary schools.

Stage III: Parent/Carer Survey

4.4 The evaluation decided that the best way to consult with parents/carers about their views on the Foundation Phase was via a self-completed bilingual postal survey distributed to all Foundation Phase pupils in each of the 41 case study schools and 10 funded non-maintained settings (see Appendix M). In addition, the parent/carer survey was distributed to all Year 3 and Year 4 pupils in the 41 case study schools. This was to allow the survey to ask questions about the transition of Foundation Phase pupils into Key Stage 2.

4.5 The decision to leave the parent/carer survey until the final year of the evaluation was so that questions relating to children's transitions from the Foundation Phase into Key Stage 2 would apply to pupils in the Final Roll-out schools as well as Early Start and Pilot stage schools.

4.6 The aim of the parent/carer survey was to gather the perceptions of parents and carers towards the Foundation Phase, in principle and in practice.

4.7 As mentioned, copies of the bilingual surveys were distributed to children to take home to their parents/carers. Freepost envelopes were also distributed so that parents/carers could either return their completed surveys to the schools or settings, or to return them directly to the evaluation team.

4.8 Parents/carers were encouraged to return the survey by being entered in to a prize draw for one 7" Acer tablet computer and five book vouchers.

4.9 Consent to participate in the survey was deemed given upon completion and return of the survey. However, parents/carers were informed that they could withdraw their responses/data at any time.

4.10 When designing the survey, questions were worded to ensure they were as accessible as possible. However, we are aware that a small proportion of parents/carers (e.g. those with reading/writing difficulties in English/Welsh) may have found this difficult. Therefore, we included the contact details for the evaluation team to allow parents/carers to share their views on the Foundation Phase in a different way, e.g. by telephone or email. A number of parents/carers contacted the research team during the evaluation, most to enquire more about the evaluation and its findings. Some parents/carers did offer their views about the Foundation Phase and these were considered by the research team when generating and interpreting findings from the evaluation.

4.11 The parent/carer survey was conducted during Autumn Term, 2013.

4.12 In total the evaluation received 1,008 responses to the parent/carer survey. It is difficult to gauge a response rate for these, but we estimate that approximately 90,000 surveys were distributed.

Stage III: Year 3 Teacher Interviews

4.13 As with the parent/carer survey, it was decided to wait until the final year of the evaluation to gather the views and perceptions of Year 3 (Key Stage 2) teachers, because Year 3 teachers would then have had more experience of teaching children who had been through the Foundation Phase. Furthermore, the evaluation was keen to target experienced Year 3 teachers who were more likely to have also previously taught Key Stage 1 pupils.

4.14 The main aim of the Year 3 teacher interviews was to gather the perceptions of Year 3 teachers towards the Foundation Phase, in principle and in practice, with a focus on the transition for children from the Foundation Phase into Key Stage 2. The schedule for these Year 3 teacher interviews is in Appendix N.

4.15 The head teachers in all 41 case study schools were contacted again during the Autumn Term 2013 inviting them to nominate a Year 3 teacher who had been teaching in Key Stage 2 for the longest period of time. Eight replied saying that they that did not think it was appropriate to interview a Year 3 teacher in their school, either because their Year 3 teachers were newly qualified, or because they taught in mixed age classrooms, or for other unrelated reasons (e.g. amalgamation or Estyn inspection). Despite repeated attempts to contact the head teacher or Year 3 teacher a further 17 did not reply positively. In the remaining 16 schools a Year 3 teacher was identified and agreed to be interviewed.

4.16 Most of the Year 3 teacher interviews were conducted via telephone except where Year 3 teachers could be interviewed face-to-face as part of the other Stage III fieldwork (see below).

4.17 Interviews tended to last for 30 minutes. These were audio recorded and transcribed. The teachers were given the opportunity to conduct the interview in English or Welsh. These interviews were conducted during the Autumn Term 2013. Six Year 3 teacher interviews were conducted in Welsh and the remaining ten were conducted in English.

Stage III: Activities with Children

4.18 Although the evaluation conducted a Year 2 Pupil Survey and observed over 3,000 children in their classrooms and settings, Stage III of the evaluation also included a series of participative activities with Foundation Phase children.

4.19 There were two main aims of these additional child-centred activities for the evaluation. The first was to elicit more detail on the attitudes and experiences of children towards the Foundation Phase. This was undertaken through a series of Year 2 Focus Groups and Year 1 Classroom Tours.

4.20 Walking interviews have been used previously in the social sciences to particularly elicit participants' understandings of place, space and context. They have also been useful in providing visual prompts to aid the interview (Evans and Jones, 2011). The research team decided to extend this method to young children through the use of a classroom tour. Not only would the tours provide important visual prompts it would also provide a way of observing how children interact with their learning environment.

4.21 The classroom tours (and their outdoor learning environments were designed to be entirely led by the children (with a time limit of 15 minutes), but a set of standard prompts (for consistency) was used when required:

- ‘So, what's the first thing you'd like to show me in your classroom? What do you do here? What is it for? What do you learn about here?’
- ‘And what's the next thing you'd like to show me in your classroom (repeated …)? What do you do here? What is it for?’
- ‘What does your teacher normally do? And any other adults in the classroom?’

4.22 The second main aim of this part of the evaluation was to see whether it was possible to assess the problem solving skills and thinking skills of children in the Foundation Phase. This was undertaken with small groups of Year 2 children. The groups were given a series of ‘tasks’ to ‘solve’ or consider together. Each task was designed to elicit either their group thinking skills, their problem solving skills, and/or their creative skills.

4.23 All tasks were chosen to encourage the children to verbally discuss their ideas with each other, as well as record ideas for review at the end of the time limit. All tasks were video recorded, and the qualitative data were analysed for how the children discuss ideas, what sort of thinking language they use, and how they work together as a group. All tasks were timed, and based on previous research using these assessments, quantitative data for the children's responses were obtained and analysed using standardised measures in order to evaluate their desired outcomes.

4.24 For both aims the evaluation was keen to see whether there was a relationship between the attitudes and the presence of certain learning skills and the extent to which the children experienced the twelve Foundation Phase pedagogical elements.

4.25 This element of the evaluation was designed to see whether children's perceptions of the Foundation Phase, and their group problem solving

skills, are affected by the type and degree of Foundation Phase pedagogy they are experiencing at school. In other words:

- whether children from 'high' and 'low' Foundation Phase classrooms experience and talk about their learning in different ways; and
- whether children from 'high' and 'low' Foundation Phase classrooms have developed different levels of group problem solving and/or thinking skills.

4.26 Throughout all of these activities we decided to video-record the children and their interactions so that detailed analysis could be undertaken after the visit. As a result the consent arrangements for this part of the evaluation differed markedly from that used previously, requiring parents (and their children) to opt-in to being involved.

4.27 In order to see whether such relationships existed or not it was decided to revisit six of the 41 case study schools, three with high levels of Foundation Phase practice and three with low levels of Foundation Phase practice based on the observations in the previous year during Stage II of the evaluation. Schools were also selected on the basis of ensuring there was a mix of high and low proportions of children eligible for free school meals. In addition to these six schools the evaluation also revisited one Welsh-medium school where the majority of children were from English-speaking families.

4.28 All case study schools were listed in rank order based on the selection criteria outlined above. In total eleven schools were contacted, four of which declined to participate or did not reply.

4.29 In each of the seven Stage III case study schools they were asked to identify a member of staff (e.g. teacher or teaching assistant) to help ask for consent from at least eight Year 1 and eight Year 2 parents/carers (of boys and girls) who could then be eligible to participate in this part of the evaluation. Parents/carers were

approached at drop off/pick up time and asked if they would agree to let their child participate (i.e. opt-in consent). Staff were provided with all of the required information and consent sheets (see Appendix O). They were asked to begin approaching parents/carers a week or two before the scheduled visit to ensure sufficient consent forms had been obtained and signed.

4.30 Once consent had been given for enough Year 1 and Year 2 pupils, four Year 2 children were randomly selected to take part in the focus group discussions and learning tasks. The Year 2 focus group discussions followed a semi-structured guide focussing on general questions relating to pedagogy experienced and enjoyment of learning. The learning tasks were designed by the evaluation team to elicit the children's group skills, problem solving skills and thinking skills. See Appendix P for the schedule and instructions for these activities.

4.31 In addition, six Year 1 children were randomly selected to take part in the classroom tours (and then divided into two groups of three children). The Year 1 classroom tours afforded children the opportunity to show the researchers around their learning environment and explain what they do and where.

4.32 Preceding all these activities the researchers spent some time in the classrooms before commencing the activities to allow the children to get used to the researchers and why they were there.

4.33 The design of the activities, including their piloting, was completed by December 2013. The formal part of the fieldwork was then conducted between January and February 2014.

4.34 When analysing the qualitative focus group discussion data, we identified common themes that could say more about how Year 2 children perceive the following, and how these factors may be

influenced by the type of Foundation Phase implementation they have been experiencing in their school:

- enjoyment of school, reading, writing, number work and outdoor learning;
- confidence, behaviour, peer relationships, wellbeing and independence; and
- the role of the teacher and additional classroom practitioners.

4.35 When analysing the qualitative classroom tour data (video and field notes), we were looking to see if there were any differences between the 'high' and 'low' Foundation Phase school groups in terms of how the children conceptualise their learning environments (e.g. use of key words such as 'work' and 'play'), how the children describe the role of the teacher and additional practitioners, how enthusiastic the children are when showing the different areas of provision, and how well the group work together to share ideas and include each other in the tour. For example:

- How confident were the children in working with a stranger and initiating the tour (without teacher support)?
- How did each group work together? Did they listen to each other's point of views and work together as a group?
- What areas of the classroom/activities featured the most in each group's discussion?
- How did each group conceptualise and describe the various activities and areas of provision they chose to talk about?
- Were there differences in how the groups talked about their indoor and outdoor spaces?
- What areas of learning did the groups like/dislike the most?

Analytical Framework

4.36 The final part of the evaluation's activities during Stage III of the evaluation (during 2013/14) was to undertake analysis of all the various components of the evaluation design. The aim of this was to draw

together findings from across the evaluation design, utilising the range of data sources and types of data collected during Stages I, II and III of the evaluation.

4.37 To do this the evaluation team identified a number of analytical themes and topics, and for each topic an internal working paper was produced that provided the evidence and warrant for all the main findings from the evaluation (Table 6).

Table 6: Foundation Phase Evaluation Analytical Framework

Analytical Theme	Analytical Working Paper
A. Implementation	1. Management and leadership
	2. Training, support and guidance
	3. Staffing
	4. Children and families
B. Practice	5. Pedagogy and understanding
	6. Environment (indoor/outdoor)
	7. Welsh language
	8. Literacy and numeracy
	9. Exemplars of FP practice
C. Impact	10. Reported impacts
	11. Child involvement and wellbeing
	12. Transitions and assessment
	13. Future development of the FP
D. Outcomes	14. NPD Report 1 (Stage I)
	15. NPD Report 2 (Stage II)
	16. NPD Report 3 (Stage III)
	17. Economic evaluation
E. Technical	18. Technical report

4.38 *All* of the analytical working papers have been published by the Welsh Government in some form, either as Welsh Government Social Research Key Findings (two-page summaries), as standalone Welsh Government Research Reports, or are included in other Welsh Government Research Reports.

Working paper 1: Management and Leadership

4.39 This working paper examines the role of management and leadership in the introduction and establishment of the Foundation Phase. This includes the role of the Welsh Government, local authorities, Foundation Phase Advisors, head teachers, centre managers and senior teaching staff involved in the implementation of the Foundation Phase in schools.

Working paper 2: Training, Support and Guidance

4.40 This working paper focuses on the training, support and guidance provided and made available to schools and practitioners. In particular, it is interested in the way any materials for these purposes have been received, interpreted and used. There is also a focus on the role of local authorities and the Welsh Government in the implementation and practice of the Foundation Phase.

Working paper 3: Staffing

4.41 This working paper is primarily concerned with issues relating to staffing for the Foundation Phase. A key feature of the Foundation Phase is the additional resource to improve adult:pupil ratios in the Foundation Phase years. This working paper maps adult:pupil ratios from the national surveys and case study school visits. It then considers what relationships this has on Foundation Phase practice in case study classrooms.

4.42 This working paper will also consider the impact of teaching experience and qualifications of all staff, where possible, on Foundation Phase practice in schools and classrooms. It also examines the recruitment, role and attitudes of Additional Practitioners in Foundation Phase schools.

Working paper 4: Children and Families

4.43 In line with the children's rights approach underpinning the Foundation Phase, this working paper is primarily concerned with the perceptions of children and their parents/families to the Foundation Phase and the extent to which the 'voices' of children and parents are seen as important to the way the Foundation Phase is implemented by practitioners. It therefore incorporates, for example, children's views about the Foundation Phase and how far schools/teachers are taking into account children's interests and ideas when planning activities. It also explores the relationships with parents, families and communities in the context of the Foundation Phase.

Working paper 5: Pedagogy and Understanding

4.44 This working paper is a core part of the analytical framework and evaluation. It attempts to establish how the Foundation Phase has been understood, interpreted and enacted by practitioners in schools and settings. This is contrasted with the way the Foundation Phase is understood and presented in the official discourse (see an earlier evaluation report on the Policy Logic Model and Programme Theory – Maynard *et al.* 2013).

4.45 It also provides a detailed descriptive account of Foundation Phase practice in classrooms and settings. In particular it compares and contrasts the pedagogy and practice of the Foundation Phase in a number of ways, including: time of the day, year group, medium of instruction, etc.

Working paper 6: Environment (indoor/outdoor)

4.46 This working paper is primarily concerned with the impact of the Foundation Phase on the teaching and learning environment. It

considers what physical changes, if any, have been made in schools and settings, both to their indoor and outdoor environments. This also considers the costs and expenditure of these changes.

Working paper 7: Welsh Language

4.47 This working paper considers the relationships between the Foundation Phase and the Welsh language. In particular, it focuses on issues surrounding the delivery of the Welsh Language Development Area of Learning in English-medium schools and general Foundation Phase practice in Welsh-medium schools.

Working paper 8: Literacy and Numeracy

4.48 Given the importance of literacy and numeracy to the Welsh Government and the more recent introduction of the National Literacy and Numeracy Framework across schools in Wales (Welsh Government 2013) this working paper considers the specific delivery of two Areas of Learning: Language, Literacy and Communication and Mathematical Development.

Working paper 9: Exemplars of Foundation Phase Practice

4.49 This is slightly different to the other working papers in that it is not a discussion on findings. Instead the evaluation team draw upon its observed experiences of the Foundation Phase to create a series of vignettes of what could be considered exemplars of Foundation Phase practice. A series of vignettes, organised by year group, are included in the appendices of the final report (Taylor *et al.* 2015a). Unlike the other working papers these have not been published as standalone short GSR Key Findings.

Working paper 10: Reported Impacts

4.50 This working paper is concerned with the impacts of the Foundation Phase as reported and viewed by stakeholders and practitioners. In particular it explores the perceived relative impacts of the Foundation Phase on different outcomes and on different groups of children.

4.51 The working paper also compares the relationship between reported outcomes and known outcomes (such as measures of child involvement, wellbeing and attitudes towards learning).

Working paper 11: Child Involvement and Wellbeing

4.52 This working paper examines the impact of the Foundation Phase on children's involvement in their learning, their attitudes to learning, objective measures of wellbeing and their subjective accounts of wellbeing. This primarily draws upon classroom observations and the Pupil Survey, designed to identify levels of wellbeing and attitudes towards learning amongst Year 2 children in the case study schools. It also compares findings with analysis from the UK Millennium Cohort Study (MCS) Child Survey at age 7 years undertaken earlier in 2008/09.

Working paper 12: Transitions and Assessment

4.53 This working paper focuses on issues of ‘transition’ in the Foundation Phase and assessment. This includes the relationships between how the Foundation Phase is being practiced across year groups in schools, factors relating to the entry to the Foundation Phase (from pre-Nursery or Nursery settings), and the transition from the Foundation Phase in to Key Stage 2.

4.54 The working paper also considers issues relating to the observation, assessment or tracking of children into and through the Foundation Phase, including the use of on-entry assessments and attitudes towards the implementation of End of Foundation Phase Assessments.

Working paper 13: Future Development of the Foundation Phase

4.55 This working paper concentrates on what stakeholders and practitioners think about the future development of the Foundation Phase. It outlines their suggestions for how it could and/or should be improved. It also considers the perspectives of children and parents as to its future development.

Working papers 14 to 16: Analyses of the National Pupil Database

4.56 This part of the analytical framework includes reports produced and published from Stage I and Stage II of the evaluation. These two reports analysing the impact of the Foundation Phase on a range of outcomes using national administrative data were discussed in the previous two Chapters.

4.57 The third and final working paper in this series differs from the previous two as it compares the Foundation Phase outcomes on the anonymised 41 case study schools. This allows the evaluation to examine the relationship between Foundation Phase practice (as observed during Stage II of the evaluation) and Foundation Phase statutory outcomes.

4.58 In doing this it also considers the relationship between each school's prior effectiveness associated with earlier Key Stage 1 outcomes and Foundation Phase practice in order to distinguish between the 'effect' of high levels of Foundation Phase practice on outcomes from the school 'effect' that may have existed prior to the introduction of the Foundation Phase.

Working paper 17: Economic Evaluation

4.59 This working paper provides a form of economic evaluation of the Foundation Phase. This is limited because the Foundation Phase was

a universal policy and because teacher assessments at the end of Foundation Phase are not necessarily comparable to previous Key Stage 1 teacher assessments. Therefore any comparison of costs and benefits is difficult to make. However it does consider the costs and consequences of the Foundation Phase.

Working paper 17: Technical Report

4.60 The final working paper is this report.

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Welsh Government (2013) *National Literacy and Numeracy Framework*, Cardiff: Welsh Government.

Glossary of Key Terms

Cost-Consequences Analysis	This is a form of economic evaluation that considers each of the outcomes (and their associated costs) of an intervention in isolation from one another using different units and considers benefits that cannot be attributed a monetary value.
Documentary analysis	Sometimes known as document analysis, this method helps to elicit meaning, develop understanding and provide empirical evidence from existing documents. It begins with collating documents relating to a subject and then systematically studying the content and structure of these documents. This also involves synthesising both the content of the documents and the concepts underpinning the text.
Inter-Rater Reliability	This is a way of determining how much consensus or agreement there is between two or more researchers when observing the same phenomenon. It is important that there is consistency in how multiple researchers evaluate or judge what they are observing, otherwise discrepancies in observations or scores could be due to researcher bias.
Multilevel modelling	This is a form of statistical analysis that utilises data that is organised at more than one level (i.e. nested data). For example, the units of analysis in a multilevel model could include data for individual pupils, the schools they attend, and the local authorities their schools belong to. Critically, multilevel models consider the residual components at each level in the hierarchy

	allowing the analysis to estimate observed and unobserved group effects.
Stepped wedge design	This is used in evaluations where an intervention is rolled-out sequentially to participants (either as individuals or clusters of individuals) over a number of time periods. Data is collected for each new group of participants as they receive the intervention and for those not receiving the intervention (the control groups). To determine the effectiveness of the intervention comparisons are made of data from the control section of the wedge with those in the intervention section at different points in time.
Vignettes	These are intended to be concise impressionistic accounts or descriptions of a particular event or moment. They are often used in qualitative social science to draw together, possibly generalise, a range of observed situations in to a concise but still descriptive form. Since they would typically draw upon a range of observations they tend to become more fictional accounts rather than an accurate portrayal of an observed event, although they are based on observed events. They also allow the author to draw out and highlight key observations or findings whilst maintaining relevant context.

Appendix A. Official Documentation Used in Documentary Analysis

1. Welsh Assembly Government (2008). *Creative Development. Cardiff*. NAfW
2. Welsh Assembly Government (2011), *End of Foundation Phase Assessment – Exemplifications of outcomes*. Cardiff. NAfW
3. Welsh Assembly Government (2009). *Foundation Phase Child Development Profile – Guidance*. Cardiff. NAfW
4. Welsh Assembly Government (2010). *Framework for Children Learning for 3 to 7-year-olds in Wales*. Cardiff. NAfW
5. Welsh Assembly Government (2008). *Knowledge and Understanding of the World*. Cardiff. NAfW
6. Welsh Assembly Government (2008). *Language, Literacy and Communication Skills*. Cardiff. NAfW
7. Welsh Assembly Government (2008). *Learning and Teaching Pedagogy*. Cardiff. NAfW
8. Welsh Assembly Government (2008). *Mathematical Development*. Cardiff. NAfW
9. Welsh Assembly Government (2008). *Observing Children*. Cardiff. NAfW
10. Welsh Assembly Government (2009). *Outdoor Learning Handbook*. Cardiff. NAfW
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12. Welsh Assembly Government (2008). *Play/Active Learning – Overview for 3 to 7-year-olds*. Cardiff. NAfW
13. Welsh Assembly Government (2008). *Physical Development*. Cardiff. NAfW
14. Welsh Assembly Government (2003). *The Learning Country: The Foundation Phase – 3 to 7 years*. Cardiff. NAfW
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Appendix B. Stakeholder Interview Information Sheet

WISERD
46 Park Place
Cardiff University
Cardiff CF24 2SE

Evaluating the Foundation Phase

Dear Participant,

You are being invited to participate in an interview as part of the Evaluation of the Foundation Phase project. The research has been commissioned by the Welsh Government (contact: Launa Anderson, Senior Research Officer) and is being conducted by Cardiff University and the Wales Institute for Social Economic Research Data and method (WISERD).

This is a three year (August 2011 to August 2014) project designed to understand and evaluate the **implementation** of the policy across Wales and the **impact** that the Foundation Phase has had in schools and settings, and for pupils and practitioners. In particular, the project is interested in evaluating the Foundation Phase within a broader context. As such, the evaluation is designed to sensitively identify and examine the outcomes for children in terms of their educational, social, cognitive and emotional development whilst also exploring the impact of other contributory factors, from outside the school environment.

Whilst our primary interest is, of course, with the experiences of children within Foundation Phase settings, we are also evaluating the implementation and process of the policy at a range of scales, from the classroom to local authority. As such, we very much hope that you feel willing and able to contribute to this important piece of research. We are interested in your own engagement with the Foundation Phase as policy and practice and in your experiences, knowledge and understanding of key areas. Sharing your views and experiences will be enormously valuable in helping to further shape the Foundation Phase in Wales.

The research is led by a highly experienced team of experts in the field of educational research. The evaluation is subject to approval by the Cardiff University School of Social Sciences Ethics Committee and will strictly adhere to professional codes of practice. Every care will be taken to ensure that all data pertaining to you is kept securely. You have the right to withdraw from the research at any time. You should also be aware that you have the entitlement and choice to conduct the interview in Welsh or English.

There is no need for you to sign anything as, if you consent to take part in the research, we will confirm and record that you have read and understood this information at the outset of the interview. It is very probable that we would like to audio record the interview for analytical purposes. In reporting findings from the evaluation we may choose to use quotations from your interview. If you do not wish to be recorded or do not want quotations from the interview to be

used then please let us know. We would usually maintain anonymity in any quotations or reporting used, although we may want to be able to identify some information about you (e.g. your position and job title). Again, we will be happy to discuss this with you prior to the interview commencing.

For further information and for updates on the Evaluation please visit the website provided in the contact details below. Thank you for agreeing to participate in this important research.

Yours faithfully

The Evaluating the Foundation Phase Research Team

Dr. Chris Taylor (Director of the Research Team)
Cardiff School of Social Science,
The Glamorgan Building
King Edward VII Avenue
Cardiff
CF10 3WT
Tel: 02920874678
E-mail: taylorcm@cardiff.ac.uk

Launa Anderson
Senior Research Officer
Department for Education and Skills,
Knowledge and Analytical Skills,
Strategic Planning,
Finance and Performance
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

Tel: 029 2082 5274
Fax: 029 2092 2765
E-mail: launa.anderson@wales.gsi.gov.uk

Project website:
http://www.wiserd.ac.uk/research/evaluating-the-foundation-phase

Appendix C. Local Authority Foundation Phase Adviser Interview Schedule

Local Authority Early Years Advisor Interview Schedule V3

- Thank participant for agreeing to take part in the research
- Note that, as stated in the email, the interview should take less than one hour
- Introduce the project (process and outcome evaluation) and explain importance of interviewing Local Authority Early Years Advisors
- Explain your role as a researcher and check if they are happy for interview to be recorded
- Explain confidentiality / anonymity agreement (i.e. what they say will not be identifiable in published work)
- Obtain consent for the interview and for recording and explain that they can withdraw or stop the interview/recording at any time
- Do they have any questions?
- As a quick overview, there will be 36 questions. First section about what your LA has been doing to support FP, then section about change in practice as a result of FP, then section about your thoughts on challenges, then about impact of FP on children, and final section about the future of FP.

Essential questions (1-36)	*Codes*	*Answer style*
1. What is your job title?	**a. Early Years Advisor** **b. Managing Advisor for Early Years** **c. Foundation Phase Advisor** **d. Primary Advisor** **e. Senior Advisor** **Other …**	**a. unsure** **b. hesitant** **c. confident** **d. mixed**

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2. What are your main roles and responsibilities (both related and unrelated to the FP)?	a. Lead on FP b. Develop LA FP implementation strategy c. Manage WG FP grant d. Manage TSOs e. Coordinate TSOs f. Support and challenge maintained FP settings g. Support and challenge non-maintained settings h. Oversee delivery of FP training i. Keep up to date with new FP guidance j. Liaise with WG re FP k. Lead on 0-3 (outside FP remit) l. Lead on Flying Start (outside FP remit) m. Lead on KS2 / primary (outside FP remit) n. Lead on 0-8 multi-agency partnerships (outside FP remit) Other …	a. unsure b. hesitant c. confident d. mixed
3. How long have you been working in this role (the part relevant to the FP)?	a. 1- 6 months b. 6-12 months c. 1-2 years d. 2-3 years e. 3-4 years f. 4-5 years e. 5-6 years	a. unsure b. hesitant c. confident d. mixed

4. Broadly speaking, what does your LA do as a whole to support the FP? *Probe after initial response*: IS THERE ANYTHING YOU WOULD LIKE TO ADD?	a. manage WG FP funding b. provide additional LA funding c. Visit all FP settings to check on progress d. target support to FP settings most in need e. focus support on particular areas of FP f. model good practice by demonstrating example lessons g. deliver training developed by WG h. deliver own training developed 'in-house' i. provide direct one-to-one support when needed j. Share good practice (e.g. model schools, conferences) k. Develop networking groups / links between schools l. coordinate the dissemination of WG guidance and resources m. develop own LA / consortium guidance and resources n. specific support for pilot settings o. specific support for early start settings p. support maintained only q. challenge settings re FP practice r. coordinate funding of ratios s. provide information about FP through HT development days, newsletters, website etc t. Ensure all aspects of Education Service aware of FP u. Governor training Other ...	a. unsure b. hesitant c. confident d. mixed

5. How is this support organised and resourced within the LA?	a. One FP (or EY / Primary) Lead or Advisor b. One TSO c. Two TSOs d. Three TSOs e. Additional Early Years Teacher Advisor f. Mainly WG funding g. Additional LA funding (e.g. RSG, School Improvement) Other …	a. unsure b. hesitant c. confident d. mixed
6. What three key terms would you use to describe the FP?	a. child-centred b. child-initiated c. fun d. play-based e. developmentally appropriate f. experiential g. holistic h. outdoors i. active learning j. varied k. relevant (to children today) l. positive disposition to learning Other …	a. unsure b. hesitant c. confident d. mixed

7. Now I would like to ask you some questions about change in practice as a result of the FP. Specifically, I want to ask whether you think the FP has been different to what practitioners were doing prior to its introduction at nursery age, reception age, year 1 and year 2. I'll break this question down by year group to make it easier to answer, and I'll also break it down by maintained and non-maintained where appropriate. So the first question is: do you think the FP has been different (and if so how) to what practitioners were doing prior to its introduction at nursery age in a) maintained and b) non-maintained settings?	a. More child-initiated learning (less adult-led) b. More 'thinking skills' c. More child participation (e.g. deciding schemes of work) d. More practical, active and experiential learning e. More learning with peers f. More learning through play g. More outdoors h. More / better planning i. Less / worse planning j. More shared/sustained thinking k. More 'holistic' l. More child-centred m. More focus on needs of individual children n. More focus on child development o. More varied p. More exciting / innovative q. More observational assessment r. More assessment for learning s. Less formal assessment/ testing / recording (e.g. worksheets) u. More practitioners (better ratios) v. Better use of space in general (e.g. Areas of Learning) w. parents involved more x. better transition from non-maintained into maintained y. adults talking more with children y. More focus on bilingualism z. More focus on multi-cultural	a. unsure b. hesitant c. confident d. mixed

8. The second question is: do you think the FP has been different (and if so how) to what practitioners were doing prior to its introduction at reception age in a) maintained and b) non-maintained settings?	a. More child-initiated learning (less adult-led) b. More 'thinking skills' c. More child participation (e.g. deciding schemes of work) d. More practical, active and experiential learning e. More learning with peers f. More learning through play g. More outdoors h. More / better planning i. Less / worse planning j. More shared/sustained thinking k. More 'holistic' l. More child-centred m. More focus on needs of individual children n. More focus on child development o. More varied p. More exciting / innovative q. More observational assessment r. More assessment for learning s. Less formal assessment/ testing / recording (e.g. worksheets) u. More practitioners (better ratios) v. Better use of space in general (e.g. Areas of Learning) w. parents involved more x. better transition from non-maintained into maintained y. adults talking more with children y. More focus on bilingualism z. More focus on multi-cultural	a. unsure b. hesitant c. confident d. mixed

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9. The third question is: do you think the FP has been different (and if so how) to what practitioners were doing prior to its introduction in Year 1?	a. More child-initiated learning (less adult-led) b. More 'thinking skills' c. More child participation (e.g. deciding schemes of work) d. More practical, active and experiential learning e. More learning with peers f. More learning through play g. More outdoors h. More / better planning i. Less / worse planning j. More shared/sustained thinking k. More 'holistic' l. More child-centred m. More focus on needs of individual children n. More focus on child development o. More varied p. More exciting / innovative q. More observational assessment r. More assessment for learning s. Less formal assessment/ testing / recording (e.g. worksheets) u. More practitioners (better ratios) v. Better use of space in general (e.g. Areas of Learning) w. parents involved more x. better transition from non-maintained into maintained y. adults talking more with children y. More focus on bilingualism z. More focus on multi-cultural	a. unsure b. hesitant c. confident d. mixed

10. The final question is: do you think the FP has been different (and if so how) to what practitioners were doing prior to its introduction in Year 2?	a. More child-initiated learning (less adult-led) b. More 'thinking skills' c. More child participation (e.g. deciding schemes of work) d. More practical, active and experiential learning e. More learning with peers f. More learning through play g. More outdoors h. More / better planning i. Less / worse planning j. More shared/sustained thinking k. More 'holistic' l. More child-centred m. More focus on needs of individual children n. More focus on child development o. More varied p. More exciting / innovative q. More observational assessment r. More assessment for learning s. Less formal assessment/ testing t. Less formal recording (e.g. worksheets) u. More practitioners (better ratios) v. Better use of space in general (e.g. Areas of Learning) w. parents involved more x. better transition from non-maintained into maintained y. No difference Other ...	a. unsure b. hesitant c. confident d. mixed

8

11. Do you think the FP has had any impact on practitioners in … a) the maintained sector b) the non-maintained sector	a. Yes, huge impact b. Yes, some impact c. No impact d. Positively affected their approach to teaching e. Introduced confusion in practice / balance of approach f. Made practitioners more confident g. Made them less confident h. Developed (improved?) existing practice i. Lead to significant changes in practice j. Raised awareness of different forms of learning / teaching (i.e. play-based) k. frustrated teachers who were happy with what they were doing previously l. practitioners excited by FP m. Practitioners now use more active / experiential approach o. opportunities for teachers to develop further with support from extra practitioners p. challenged their thinking q. harder, but more rewarding r. brought workforce closer together s. helped them to engage with parents more Other …	a. unsure b. hesitant c. confident d. mixed

9

12. What common difficulties do you find yourself supporting FP practitioners with?	a. Interpreting FP guidance (understanding terminology) b. Monitoring progress of pupils in the FP c. Preparing for and managing transitions d. Balancing Child-Initiated with Adult-led learning e. Accessing appropriate training resources f. Learning to assess play-based learning g. Learning to think creatively in regard to Child-Initiated learning h. When to introduce reading and writing i. Observational assessment j. planning k. where to go to see good practice l. setting up learning environment, but especially outdoors m. bilingual expectations n. deploying / managing staff o. sustained shared thinking Other …	a. unsure b. hesitant c. confident d. mixed
13. Now I'd like to ask you more about what think about the FP. So, when the FP was first introduced, what were your initial thoughts?	a. Really looking forward to it b. Looking forward to it c. No opinion d. Not looking forward to it e. Really not looking forward to it f. Some concerns / knew would be challenging g. Some uncertainty Other …	a. unsure b. hesitant c. confident d. mixed

14a. All things considered, how satisfied are you with the WG policy for the FP?	1 2 3 4 5 6 (1 = not satisfied at all, 6 = completely satisfied) NO MIDDLE POINT	a. unsure b. hesitant c. confident d. mixed
14b. Please provide reasons for this ...	a. pleased with focus on child development b. pleased with new approach to planning c. pleased with emphasis on outdoor learning d. pleased with greater emphasis on child-initiated learning e. pleased with focus on active learning f. not happy with assessment g. WG not listening to feedback / concerns h. not correct representation on panels i. WG not seeing things through / change in staff j. funding not sufficient Other ...	
15. Do you think that the WG have provided sufficient funding and resources for your LA to carry out its role in supporting ... a) maintained and b) non-maintained settings ... to implement the FP?	a. Yes, more than adequate b. Yes, satisfactory c. No, inadequate d. No, very unsatisfactory e. Don't know f. shortfall in funding for ratios Other ...	a. unsure b. hesitant c. confident d. mixed

16. Do you think that the training developed by WG to be delivered by LA's has met the requirements of ... a)maintained, and b) non-maintained ... settings?	a. Yes, it has been excellent b. Yes, it has been satisfactory c. No, it could have been better d. No, it was completely inadequate e. Don't know f. needed to modify training to suit local needs Other ...	a. unsure b. hesitant c. confident d. mixed
17a. Has there been significant variation between maintained and non-maintained settings with regard to training uptake?	a. Yes, lots b. Yes, some c. No Other ...	a. unsure b. hesitant c. confident d. mixed
17b. If so, has this affected successful implementation (and if so, how)?	a. Non-maintained disadvantaged because can't attend training during working hours b. EY teachers attached to non-maintained settings made up for inability to attend all of the training Other ...	a. unsure b. hesitant c. confident d. mixed
18. Do you think that settings in your authority have responded well to your LA-provided FP training and guidance? a) maintained b) non-maintained	a. Yes, very positive b. Yes, generally positive c. Yes and no d. No, generally negative e. No, very negative Other ...	a. unsure b. hesitant c. confident d. mixed

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19. All things considered, how satisfied are you with the implementation of the FP in the maintained settings in your authority?	1 2 3 4 5 6 (1 = not satisfied at all, 6 = completely satisfied) NO MIDDLE POINT	a. unsure b. hesitant c. confident d. mixed
20. All things considered, how satisfied are you with the implementation of the FP in the non-maintained settings in your authority?	1 2 3 4 5 6 (1 = not satisfied at all, 6 = completely satisfied) NO MIDDLE POINT	a. unsure b. hesitant c. confident d. mixed
21. How much variation is there in terms of successful implementation of the FP in the maintained settings in your authority?	a. A lot of variation b. Some variation c. Not much variation d. No variation Other …	a. unsure b. hesitant c. confident d. mixed
22. How much variation is there in terms of successful implementation of the FP in the non-maintained settings in your authority?	a. A lot of variation b. Some variation c. Not much variation d. No variation Other …	a. unsure b. hesitant c. confident d. mixed

23. What factors account for the successful or unsuccessful implementation of the FP in maintained settings in your LA?	a. Leadership / Head Teachers b. Management c. FP lead d. Staff commitment to FP principles e. Staff competence / qualifications f. staffing ratios (too high or too low) g. Staff already teaching using pedagogy similar to FP h. Funding and resources i. Pro-active implementation plan j. Engaged well with training offered k. Fear of change / doing something new l. KS2 practitioners applying pressure re NC outcomes Other …	a. unsure b. hesitant c. confident d. mixed

24. What factors account for the successful or unsuccessful implementation of the FP in the non-maintained settings in your LA?	a. Leadership / Head Teachers b. Management c. FP lead d. Staff commitment to FP principles e. Staff competence / qualifications f. staffing ratios (too high or too low) g. Staff already teaching using pedagogy similar to FP h. Funding and resources i. Pro-active implementation plan j. Engaged well with training offered k. Fear of change / doing something new l. KS2 practitioners applying pressure re NC outcomes Other …	a. unsure b. hesitant c. confident d. mixed

25a. Do you think the FP has had any impact on attendance?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed
25b. Do you think the FP has had any impact on children's attitudes to learning?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed
25c. Do you think the FP has had any impact on children's behaviour?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed

25d. Do you think the FP has had any impact on standards across the 7 AOL?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed
25e. Do you think the FP has had any impact on pupil well-being?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed
26. Do you think that the FP will have any impact on pupil transition into KS2?	a. Yes, it will have a very negative impact b. Yes, it will have a negative impact c. Depends on the school d. Yes, it will have a positive impact e. Yes, it will have a very positive impact f. No, it will have no impact g. Don't know Other …	a. unsure b. hesitant c. confident d. mixed

27. Are most schools in your authority collecting baseline data?	a. Yes, all b. Yes, most c. About half d. No, only some e. No, none Other ...	a. unsure b. hesitant c. confident d. mixed
28. Are key LA staff in favour of CDAP?	a. Yes b. Some yes, some no C. No Other ...	a. unsure b. hesitant c. confident d. mixed
29. Is your authority systematically collating baseline data?	a. Yes b. No c. From some maintained settings d. From some non-maintained settings Other ...	a. unsure b. hesitant c. confident d. mixed
30. Outside of your authority, who do you regularly communicate with regarding the FP?	a. Other LEAs b. Wales Early Years Advisors Group c. WG d. Non-maintained organisations (e.g. NDNA) e. Local Consortium / regional planning group f. Third sector organisations g. University h. Teacher training institutions Other ...	a. unsure b. hesitant c. confident d. mixed

31. Do you feel your LA has had sufficient opportunity to help shape WG FP policy?	a. yes, lots of opportunities b. yes, some opportunities c. no, insufficient opportunities d. no opportunities at all e. don't know Other …	a. unsure b. hesitant c. confident d. mixed
32a. With hindsight is there anything you would change about the FP in terms of *content and design*?	a. Yes b. introduced assessment from beginning of guidance c. better link between baseline and end of phase assessment d. better link between end of phase assessment and KS2 e. Framework linked better into areas of development skills f. Fewer (more manageable) skills g. Welsh approached in different way h. creativity approached in different way i. Ratios lower (e.g. 1:10) j. more consistency / too many changes along the way k. more clarity at the beginning l. no Other …	a. unsure b. hesitant c. confident d. mixed

32b. With hindsight is there anything you would change about the FP in terms of the *support and materials provided by WG*?	a. Yes b. Better end of FP exemplification materials c. better organised d. No Other …	a. unsure b. hesitant c. confident d. mixed
32c. With hindsight is there anything you would change about the way in which the FP has been *implemented in your LA*?	a. Yes b. No Other …	a. unsure b. hesitant c. confident d. mixed

33. What do you see as the main challenges and obstacles in implementing the FP in the future? a) maintained b) non-maintained	a. Maintaining/developing appropriate training resources b. Receiving continued funding from WG c. Resistance from schools d. Influence of standards and assessment (pressure from KS2) e. Ratios not being met f. Unclear guidance materials g. Transition into KS2 h. Developing KS2 j. Awareness of FP and child development in teacher training and NQT j. Practitioner misinterpretations k. Appropriate forms of assessment and monitoring l. Developing Learning Support Assistants m. Access to non-maintained settings (and training uptake) n. Workforce issue (enough good people) o. Quality assurance (e.g. staff qualifications) p. fit for purpose indoor and outdoor space q. assessment link into KS2 r. leadership and management s. training of additional practitioners t. changing government policy u. pressure to prove FP is working (need long-term study) Other …	a. unsure b. hesitant c. confident d. mixed

34. Do you think there are any issues associated with the FP particularly relevant to Welsh medium settings?	a. Teaching pupils in what is not their first language b. Teaching in Welsh but children converse in English c. Literacy Other ...	a. unsure b. hesitant c. confident d. mixed
35. To what extent do you think the FP is still important to the WG?	a. Very important to WG b. Somewhat important to WG c. Ethos remains important, but cuts might threaten funding d. Not important to WG Other ...	a. unsure b. hesitant c. confident d. mixed

36. Putting the FP aside for a moment, generally speaking what do you think are the most pressing issues currently for Early Years Education (i.e. 0-7 year olds)?	a. Behaviour b. Attendance c. Well-being d. Standards e. Literacy f. Numeracy g. Communication h. Problem solving i. Assessment and tracking j. Funding k. Embedding good practice l. School readiness m. Competing priorities n. Lack of funding o. Teaching quality p. Staff training q. parent engagement in child's education Other …	a. unsure b. hesitant c. confident d. mixed

Additional questions in priority order (37-45, if time permits)	*Codes*	*Answer style*
37. How did you come to be involved in the FP?	a. Specifically applied for a FP position b. Role changed and was given FP responsibility unexpectedly c. History of EY teaching Other …	a. unsure b. hesitant c. confident d. mixed
38. What problems do you think the FP was designed to address (i.e. why do you think the FP was introduced in the first place)?	a. Curriculum too formal b. Pedagogy too formal c. low standards (compared to other countries) d. lack of focus on child development e. concerns over child well-being f. disaffection with school g. boys disengagement in particular h. Practitioners teaching <7 despite lack of training in Early Years i. socio-economic achievement gap j. lack of 'fun' and 'play' in KS1 Other …	a. unsure b. hesitant c. confident d. mixed
39. How do you think the FP seeks to address these problems?	a. Delay 'formal' teaching until year 2 c. More holistic d. More child-centred e. Give children more choice in their learning f. Take into account children's developmental needs g. Children learn through first hand experiential activities	a. unsure b. hesitant c. confident d. mixed

	h. Play is used as main vehicle for learning i. Increase outdoor learning j. More open questioning, shared and sustained thinking k. Provide greater variety of activities l. More child-initiated, less adult-led m. Learning builds on what children already know and are interested in n. Additional practitioners allows schools to be more flexible in approach to curriculum o. Skills framework helps in planning for experiential curriculum p. Training helped develop these new approaches Other ...	
40. What impact, in your opinion, has the FP had on NQTs?	a. Lots b. Some c. None d. They are now learning a more play-based, child-centred pedagogy e. There are concerned they have to teach in a way they have not practised	a. unsure b. hesitant c. confident d. mixed

	f. NQTs lack management skills required when leading several LSAs Other ...	
41. Have schools in your authority started to report any problems with the End of Phase Assessment?	a. Yes, lots b. Yes, some c. No d. As its new, time will tell Other ...	a. unsure b. hesitant c. confident d. mixed
42. How do you think the FP should be developed in the future?	a. Extend play-based learning into KS2 b. More emphasis on Adult-led learning c. Less emphasis on play-based learning d. Separating FP from literacy and numeracy teaching e. Assessment at beginning and tracking to the end f. Embed good practice g. Practical and active learning in years 1 and 2 h. Staff confidence	a. unsure b. hesitant c. confident d. mixed

	i. Develop outdoor space j. Unsure Other ...	
43. Do you think anything in the near future is likely to undermine the perceived advantages of the FP?	a. Yes, the Reading Tests recently introduced for Year 2 pupils b. Yes, the Numeracy tests being proposed for Year 2 pupils c. Yes, the general 'school-readiness' approach d. Yes, PISA requirements e. Yes, the general requirement for improving standards f. Yes, the cuts could impact on ratios g. No Other ...	a. unsure b. hesitant c. confident d. mixed
44. Do you think that teaching in KS2 will need to change as a consequence of the FP?	a. Yes, Year 3 will need to start with more FP-friendly approaches to ease the transition b. Yes, active and child-initiated learning will become more prominent throughout c. Yes, more skills-based approach d. yes, more observational assessment e. yes, more assessment for learning f. No Other ...	a. unsure b. hesitant c. confident d. mixed

45. What relationship (if any) have you had with the WG FP team?	a. Policy / guidance consultation b. Training / conferences c. Direct contact / support Other …	a. unsure b. hesitant c. confident d. mixed

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Appendix D. Local Authority Training and Support Officer Interview Schedule

Non-Maintained TSO Interview Schedule (based on EY Advisor V3)

- Thank participant for agreeing to take part in the research
- Note that, as stated in the email, the interview should take less than one hour
- Introduce the project (process and outcome evaluation) and explain importance of interviewing Non-Maintained Training Support Officers
- Explain your role as a researcher and check if they are happy for interview to be recorded
- Explain confidentiality / anonymity agreement (i.e. what they say will not be identifiable in published work)
- Obtain consent for the interview and explain that they can withdraw or stop the interview/recording at any time
- Do they have any questions?
- As a quick overview, there will be 30 questions. First section about what your organisation has been doing to support FP, then section about change in practice as a result of FP, then section about your thoughts on challenges, then about impact of FP on children, and final section about the future of FP.

Essential questions (1-30)	*Codes*	*Answer style*
1. What is your job title?	**a. Foundation Phase Training Support Officer** **Other …**	**a. unsure** **b. hesitant** **c. confident** **d. mixed**

1

2. What are your main roles and responsibilities (both related and unrelated to the FP)?	a. Support and challenge non-maintained FP settings c. Deliver FP training d. Develop non-maintained FP implementation strategy e. Manage non-maintained WG FP grant f. Keep up to date with new FP guidance g. Liaise with WG re FP Other …	a. unsure b. hesitant c. confident d. mixed
3. How long have you been working in this role (the part relevant to the FP)?	a. 1- 6 months b. 6-12 months c. 1-2 years d. 2-3 years e. 3-4 years f. 4-5 years e. 5-6 years	a. unsure b. hesitant c. confident d. mixed

2

4. Broadly speaking, what does your organisation do as a whole to support the FP? *Probe after initial response*: IS THERE ANYTHING YOU WOULD LIKE TO ADD?	a. help manage WG FP funding b. provide additional FP funding c. Visit all non-maintained FP settings to check on progress d. target support to settings most in need e. focus support on particular areas of FP f. model good practice by demonstrating example sessions g. deliver training developed by WG h. deliver own training developed 'in-house' i. provide direct one-to-one support when needed j. Share good practice (e.g. model settings, conferences) k. Develop networking groups / links between settings l. coordinate the dissemination of WG guidance and resources m. develop own guidance and resources n. specific support for pilot settings o. specific support for early start settings Other …	a. unsure b. hesitant c. confident d. mixed

5. How is this support organised and resourced within your organisation?	a. One FP TSO b. Additional Early Years Teacher Advisor c. Mainly WG funding d. Additional organisation funding Other ...	a. unsure b. hesitant c. confident d. mixed
6. What three key terms would you use to describe the FP?	a. child-centred b. child-initiated c. fun d. play-based e. developmentally appropriate f. experiential g. holistic h. outdoors i. active learning j. varied k. relevant (to children today) l. positive disposition to learning Other ...	a. unsure b. hesitant c. confident d. mixed

7. Now I would like to ask whether you think the FP has been different to what practitioners were doing prior to its introduction in funded non-maintained settings (and if so how)?	a. More child-initiated learning (less adult-led) b. More 'thinking skills' c. More child participation (e.g. deciding schemes of work) d. More practical, active and experiential learning e. more emphasis on education f. More outdoors g. More / better planning h. More emphasis on adult-led teaching i. More shared/sustained thinking j. More 'holistic' k. More child-centred l. More focus on child development m. More varied n. More exciting / innovative o. More observational assessment p. More assessment for learning q. More practitioners (better ratios) r. Better use of space in general (e.g. Areas of Learning) s. parents involved more t. better transition from non-maintained into maintained u. adults talking more with children v. More focus on bilingualism w. More focus on multi-cultural	a. unsure b. hesitant c. confident d. mixed

8. Do you think the FP has had any impact on practitioners themselves?	a. Yes, huge impact b. Yes, some impact c. No impact d. Positively affected their approach to teaching e. Introduced confusion in practice / balance of approach f. Made practitioners more confident g. Made them less confident h. Developed (improved?) existing practice i. Lead to significant changes in practice j. Raised awareness of different forms of learning / teaching (i.e. play-based) k. frustrated practitioners who were happy with what they were doing previously l. practitioners excited by FP m. Practitioners now use more active / experiential approach o. opportunities for practitioners to develop further with support from extra practitioners p. challenged their thinking q. harder, but more rewarding r. brought workforce closer together s. helped them to engage with parents more Other ...	a. unsure b. hesitant c. confident d. mixed

6

9. What common difficulties do you find yourself supporting FP practitioners with?	a. Interpreting FP guidance (understanding terminology) b. Monitoring progress of children c. Preparing for and managing transition into school d. Balancing Child-Initiated with Adult-led learning e. Accessing appropriate training resources f. Learning to assess play-based learning g. Learning to think creatively in regard to Child-Initiated learning h. When to introduce reading and writing i. Observational assessment j. planning k. where to go to see good practice l. setting up learning environment, but especially outdoors m. bilingual expectations n. deploying / managing staff o. sustained shared thinking Other ...	a. unsure b. hesitant c. confident d. mixed
10. Now I'd like to ask you more about what think about the FP. So, when the FP was first introduced, what were your initial thoughts?	a. Really looking forward to it b. Looking forward to it c. No opinion d. Not looking forward to it e. Really not looking forward to it f. Some concerns / knew would be challenging g. Some uncertainty Other ...	a. unsure b. hesitant c. confident d. mixed

11a. All things considered, how satisfied are you with the WG policy for the FP?	1 2 3 4 5 6 (1 = not satisfied at all, 6 = completely satisfied) NO MIDDLE POINT	a. unsure b. hesitant c. confident d. mixed
11b. Please provide reasons for this …	a. pleased with focus on child development b. pleased with new approach to planning c. pleased with emphasis on outdoor learning d. pleased with greater emphasis on child-initiated learning e. pleased with focus on active learning f. not happy with assessment g. WG not listening to feedback / concerns h. not correct representation on panels i. WG not seeing things through / change in staff j. funding not sufficient Other …	
12. Has the WG provided your organisation with funding and / or resources to help support the non-maintained settings to implement the FP?	a. Yes, more than adequate b. Yes, satisfactory c. No, inadequate d. No, very unsatisfactory e. Don't know f. shortfall in funding for ratios Other …	a. unsure b. hesitant c. confident d. mixed

8

13. Do you think that the training developed by WG to be delivered by LA's has met the requirements of funded non-maintained settings?	a. Yes, it has been excellent b. Yes, it has been satisfactory c. No, it could have been better d. No, it was completely inadequate e. Don't know f. needed to modify training to suit local needs Other ...	a. unsure b. hesitant c. confident d. mixed
14a. Have non-maintained settings been able to access all the training they need?	a. Yes, lots b. Yes, some c. No Other ...	a. unsure b. hesitant c. confident d. mixed
14b. If not, has this affected successful implementation (and if so, how)?	a. Non-maintained disadvantaged because can't attend training during working hours b. EY teachers attached to non-maintained settings made up for inability to attend all of the training Other ...	a. unsure b. hesitant c. confident d. mixed
15. Do you think that the funded non-maintained settings you support have responded well to your FP training and guidance?	a. Yes, very positive b. Yes, generally positive c. Yes and no d. No, generally negative e. No, very negative Other ...	a. unsure b. hesitant c. confident d. mixed

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16. All things considered, how satisfied are you with the implementation of the FP in the funded non-maintained settings you support?	1 2 3 4 5 6 (1 = not satisfied at all, 6 = completely satisfied) NO MIDDLE POINT	a. unsure b. hesitant c. confident d. mixed
17. How much variation is there in terms of successful implementation of the FP in the funded non-maintained settings you support?	a. A lot of variation b. Some variation c. Not much variation d. No variation Other ...	a. unsure b. hesitant c. confident d. mixed
18. What factors account for the successful or unsuccessful implementation of the FP in the funded non-maintained settings you support?	a. Leadership / Head Teachers b. Management c. FP lead d. Staff commitment to FP principles e. Staff competence / qualifications f. staffing ratios (too high or too low) g. Staff already teaching using pedagogy similar to FP h. Funding and resources i. Pro-active implementation plan j. Engaged well with training offered k. Fear of change / doing something new Other ...	a. unsure b. hesitant c. confident d. mixed

19a. Do you think the FP has had any impact on children's behaviour?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed
19b. Do you think the FP has had any impact on children's well-being?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed
19c. Do you think the FP has had any impact on children's attitudes to learning?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration f. Too young to tell Other …	a. unsure b. hesitant c. confident d. mixed

19d. Do you think the FP has had any impact on standards across the 7 AOL?	a. Much improvement b. Some improvement c. No difference d. Some deterioration e. Much deterioration Other …	a. unsure b. hesitant c. confident d. mixed
20. Do you think that the FP will have any impact on transition into school?	a. Yes, it will have a very negative impact b. Yes, it will have a negative impact c. Depends on the setting / school d. Yes, it will have a positive impact e. Yes, it will have a very positive impact f. No, it will have no impact g. Don't know Other …	a. unsure b. hesitant c. confident d. mixed
21. Are the funded non-maintained settings that you support collecting any kind of baseline data?	a. Yes, all b. Yes, most c. About half d. No, only some e. No, none Other …	a. unsure b. hesitant c. confident d. mixed

22. If so, what baseline data are they collecting?	a. CDAP Other …	a. unsure b. hesitant c. confident d. mixed
23. Is your organisation systematically collating baseline data?	a. Yes b. No c. From some settings Other …	a. unsure b. hesitant c. confident d. mixed
24. Outside of your organisation, who do you regularly communicate with regarding the FP?	a. LEAs b. All-Wales TSO Group c. WG d. Other non-maintained organisations e. Local Consortium / regional planning group f. Third sector organisations g. University h. Teacher training institutions Other …	a. unsure b. hesitant c. confident d. mixed
25. Do you feel your organisation has had sufficient opportunity to help shape WG FP policy?	a. yes, lots of opportunities b. yes, some opportunities c. no, insufficient opportunities d. no opportunities at all e. don't know Other …	a. unsure b. hesitant c. confident d. mixed

26a. With hindsight is there anything you would change about the FP in terms of *content and design?*	a. Yes b. introduced assessment from beginning of guidance c. better links between assessments d. Framework linked better into areas of development skills e. Fewer (more manageable) skills f. Welsh approached in different way g. creativity approached in different way h. Ratios lower (e.g. 1:10) i. more consistency / too many changes along the way j. more clarity at the beginning k. no Other …	a. unsure b. hesitant c. confident d. mixed
26b. With hindsight is there anything you would change about the FP in terms of the *support and materials provided by WG?*	a. Yes b. better organised c. No Other …	a. unsure b. hesitant c. confident d. mixed

26c. With hindsight is there anything you would change about the way in which the FP has been *implemented in the settings you support*?	a. Yes b. No Other …	a. unsure b. hesitant c. confident d. mixed
27. What do you see as the main challenges and obstacles in implementing the FP in non-maintained settings in the future?	a. Maintaining/developing appropriate training resources b. Receiving funding from WG c. Resistance from settings d. Influence of standards and assessment e. Ratios not being met f. Unclear guidance materials g. Transition into school h. Awareness of FP and child development in NVQs i. Practitioner misinterpretations j. Appropriate forms of assessment and monitoring k. Developing Learning Support Assistants l. Training access and uptake m. Workforce issue (enough good people) n. Quality assurance (e.g. staff qualifications) o. fit for purpose indoor and outdoor space p. assessment link into schools q. leadership and management r. changing government policy s. pressure to prove FP is working (need long-term study) Other …	a. unsure b. hesitant c. confident d. mixed

28. Do you think there are any issues associated with the FP particularly relevant to Welsh medium settings?	a. Staff speaking in Welsh but children converse in English b. Literacy Other ...	a. unsure b. hesitant c. confident d. mixed
29. To what extent do you think the FP is still important to the WG?	a. Very important to WG b. Somewhat important to WG c. Ethos remains important, but cuts might threaten funding d. Not important to WG Other ...	a. unsure b. hesitant c. confident d. mixed

30. Putting the FP aside for a moment, generally speaking what do you think are the most pressing issues currently for Early Years Provision (i.e. 3-4 year olds)?	a. Behaviour b. Attendance c. Well-being d. Standards e. Literacy f. Numeracy g. Communication h. Problem solving i. Assessment and tracking j. Funding k. Embedding good practice l. School readiness m. Competing priorities n. Lack of funding o. Staff quality p. Staff training q. parent engagement in child's education Other …	a. unsure b. hesitant c. confident d. mixed

Additional questions in priority order (31-36, if time permits)	*Codes*	*Answer style*
31. How did you come to be involved in the FP?	a. Specifically applied for a FP position b. Role changed and was given FP responsibility unexpectedly c. History of EY teaching Other …	a. unsure b. hesitant c. confident d. mixed
32. What problems do you think the FP was designed to address (i.e. why do you think the FP was introduced in the first place)?	a. Curriculum too formal b. Pedagogy too formal c. low standards (compared to other countries) d. lack of focus on child development e. concerns over child well-being f. disaffection with school g. boys disengagement in particular h. Practitioners teaching <7 despite lack of training in Early Years i. socio-economic achievement gap j. lack of 'fun' and 'play' in KS1 Other …	a. unsure b. hesitant c. confident d. mixed

33. How do you think the FP seeks to address these problems?	a. Delay 'formal' teaching until year 2 c. More holistic d. More child-centred e. Give children more choice in their learning f. Take into account children's developmental needs g. Children learn through first hand experiential activities h. Play is used as main vehicle for learning j. Increase outdoor learning j. More open questioning, shared and sustained thinking k. Provide greater variety of activities l. More child-initiated, less adult-led m. Learning builds on what children already know and are interested in n. Additional practitioners allows schools to be more flexible in approach to curriculum o. Skills framework helps in planning for experiential curriculum p. Training helped develop these new approaches Other ...	a. unsure b. hesitant c. confident d. mixed

34. How do you think the FP should be developed in the future?	a. Extend play-based learning into KS2 b. More emphasis on Adult-led learning c. Less emphasis on play-based learning d. Separating FP from literacy and numeracy teaching e. Assessment at beginning and tracking to the end f. Embed good practice g. Practical and active learning in years 1 and 2 h. Staff confidence i. Develop outdoor space j. Unsure Other …	a. unsure b. hesitant c. confident d. mixed
35. Do you think anything in the near future is likely to undermine the perceived advantages of the FP?	a. Yes, the Reading Tests recently introduced for Year 2 pupils b. Yes, the Numeracy tests being proposed for Year 2 pupils c. Yes, the general 'school-readiness' approach d. Yes, PISA requirements e. Yes, the general requirement for improving standards f. Yes, the cuts could impact on ratios g. No Other …	a. unsure b. hesitant c. confident d. mixed

36. What relationship (if any) have you had with the WG FP team?	a. Policy / guidance consultation b. Training / conferences c. Direct contact / support Other ...	a. unsure b. hesitant c. confident d. mixed

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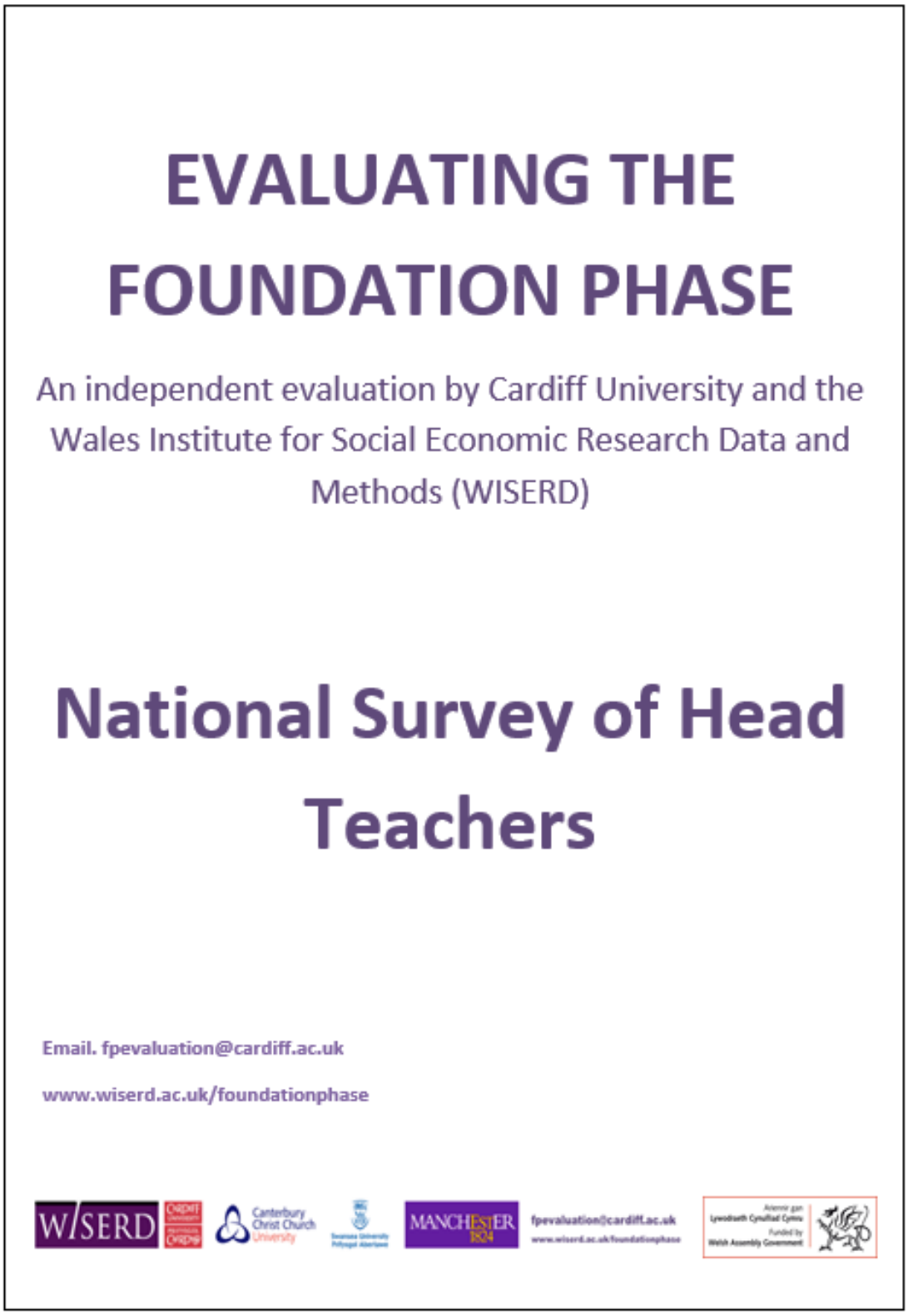
Appendix E. National Survey of Schools



EVALUATING THE FOUNDATION PHASE

An independent evaluation by Cardiff University and the Wales Institute for Social Economic Research Data and Methods (WISERD)

National Survey of Head Teachers

Email. fpevaluation@cardiff.ac.uk

www.wiserd.ac.uk/foundationphase

Evaluating the Foundation Phase – National Survey of Head Teachers

Instructions to Participants

Section A is to be completed by the Head Teacher (or Acting Head Teacher) of the school.

Section B is to be completed by the member of staff with specific responsibility for the Foundation Phase in the school. This could be the Head Teacher, a Deputy Headteacher, Foundation Phase lead practitioner or another member of staff who is most responsible for the implementation and day-to-day management of the Foundation Phase (FP).

General Information

Each section of this survey should take no longer than 15-20 minutes to complete, and both are primarily designed to collect data on your opinions of implementing, managing and working with the Foundation Phase. It also asks for some additional data regarding the Foundation Phase in your school. The questions take different forms and require different responses, so please carefully read the accompanying instructions with each one. If, for any reason, you run out of space or wish to make additional comments, please do so on the blank page provided at the end of the survey, with the relevant question number clearly marked.

Please try and answer the questions as honestly and fairly as possible. We need to gather all opinions and perspectives (positive and negative) to help in the evaluation. May we remind you this is not an assessment of the school and that responses will be anonymised, aggregated and then analysed. Your data will not be identified as coming from you in any publications.

If for any reason you feel unable to answer a question please leave it blank and move on to the next one. If appropriate, please note the reason why you cannot complete a question.

Many thanks

Dr Chris Taylor

SECTION A: To be completed by the Head Teacher

A.1 Your name: _____ **A.2** Gender: Female ☐ Male ☐

A.3 How many years:

Have you been the Head Teacher (or Acting Head)? _____

Have you worked in this school? _____

A.4 All things considered, how satisfied are you with the Welsh Government's policy for the Foundation Phase? (Please rate on a scale of one to six by circling the appropriate number)

Not satisfied at all ← → **Completely satisfied**

1 2 3 4 5 6

A.5 All things considered, how satisfied are you with the implementation of the Foundation Phase within **this school** using the same scale?

Not satisfied at all ← → **Completely satisfied**

1 2 3 4 5 6

A.6 In which school year was the Foundation Phase first introduced into this school? ____/____

A.7 When the Foundation Phase was first introduced, what were your initial thoughts? (Please tick the **one statement** that most applies)

I was really looking forward to it ☐
I was looking forward to it ☐
I had some reservations about it ☐
I was not looking forward to it ☐
Had no opinion about it ☐

A.8 To what extent do you think that the Foundation Phase is still important to the Welsh Government? (Please tick the **one statement** that most applies)

I think it is still very important to the Welsh Government ☐
It is still important but they seem to have other priorities ☐
It is no longer important to the Welsh Government ☐
Don't know ☐

A.9 With hindsight is there anything you think you would change about the Foundation Phase? (Please tick **all that apply**)

The content and design of the Foundation Phase ☐
The support and materials provided by the Welsh Government ☐
The support and guidance received from the local authority ☐
Foundation Phase training ☐
How it was implemented in your school ☐
The funding of the Foundation Phase ☐
Nothing ☐

A.10 Please provide further details

A.11 What three key terms would you use to describe the Foundation Phase?

1. _____ 2. _____ 3. _____

A.12 Please complete the following table for each class in the Foundation Phase, based on current numbers of pupils and staff.

	Number of children				Number of staff (FTE)	
	Nursery age	Reception age	Year One pupils	Year Two pupils	Qualified teachers	Other staff*
Class#1						
Class#2						
Class#3						
Class#4						
Class#5						
Class#6						
Class#7						
Class#8						
Class#9						
Class#10						

* please do not include volunteers and support staff attached to individual children

A.13 How involved have the following been in the implementation of the Foundation Phase in the school? (please tick **one option** for each group/person)

	Key lead	Major role	Minor role	N/A or don't know
Head Teacher	☐	☐	☐	☐
Senior Management	☐	☐	☐	☐
Governors	☐	☐	☐	☐
Local Authority FP Advisor	☐	☐	☐	☐
LA FP Training Support Officers	☐	☐	☐	☐
School FP coordinator	☐	☐	☐	☐
Other FP teachers	☐	☐	☐	☐
FP support Staff	☐	☐	☐	☐
Nursery staff	☐	☐	☐	☐
KS2 teachers	☐	☐	☐	☐
Parents/carers	☐	☐	☐	☐

A.14 Did the introduction of the Foundation Phase involve any restructuring of the management or organisation of the school?

Yes ☐ If yes, please outline below what the main changes involved
No ☐
Don't know ☐

A.15 Which statement, in your opinion, best describes the response of the introduction of the FP to the following groups? (please **tick one** for each person / group)

	Much resistance	Some resistance	Fairly welcoming	Very welcoming	Don't know or N/A
You personally	☐	☐	☐	☐	☐
Senior management	☐	☐	☐	☐	☐
Governors	☐	☐	☐	☐	☐
Local Authority FP Advisor	☐	☐	☐	☐	☐
LA FP Training Support Officers	☐	☐	☐	☐	☐
School FP coordinator	☐	☐	☐	☐	☐
Other FP teachers	☐	☐	☐	☐	☐
FP support staff	☐	☐	☐	☐	☐
Nursery staff	☐	☐	☐	☐	☐
KS2 teachers	☐	☐	☐	☐	☐
Parents/carers	☐	☐	☐	☐	☐

A.16 To what extent do you agree with the following statements relating to KS2? (please **tick one** for each statement)

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The FP will have little impact on KS2	☐	☐	☐	☐	☐
Teaching in KS2 will need to change	☐	☐	☐	☐	☐
Pupils will be better prepared for KS2	☐	☐	☐	☐	☐

A.17 To what extent has the school changed its indoor and outdoor environment as a result of the Foundation Phase policy? Where possible please also provide indicative overall costs for these changes (initial and recurrent).

	Degree of change			**Costs (£)**	
	Large	Some change	No change	Initial outlay/ fixed cost	Annual costs (e.g. maintenance
School indoor environment	☐	☐	☐	_____	_____
School outdoor environment	☐	☐	☐	_____	_____

A.18 What impact do you think the Foundation Phase has had in your school (please **tick one** for each category)?

	Significant improvement	Some improvement	No change	Worse	Significantly worse	Don't know
Attendance	☐	☐	☐	☐	☐	☐
Children's behaviour in class	☐	☐	☐	☐	☐	☐
Children's behaviour outside class	☐	☐	☐	☐	☐	☐
Literacy skills (English)	☐	☐	☐	☐	☐	☐
Literacy skills (Welsh)	☐	☐	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐	☐	☐
Social well-being of children	☐	☐	☐	☐	☐	☐
Emotional well-being of children	☐	☐	☐	☐	☐	☐
Attitudes towards learning	☐	☐	☐	☐	☐	☐
Variation in educational achievement	☐	☐	☐	☐	☐	☐
Impact of poverty on attainment	☐	☐	☐	☐	☐	☐

A.19 How do you think the following groups of children have been affected by the introduction of the Foundation Phase? (please **tick one** for each group)

	Benefitted from FP	No change	Disadvantaged by FP
Boys	☐	☐	☐
Girls	☐	☐	☐
Children with special educational needs	☐	☐	☐
Children whose first language is not English or Welsh	☐	☐	☐
Children not being educated in their first language	☐	☐	☐
BME (black minority ethnic) children	☐	☐	☐
Children living in poverty	☐	☐	☐
Children from advantaged backgrounds	☐	☐	☐
Summer-born children	☐	☐	☐
More able and talented children	☐	☐	☐
Other (please specify)	☐	☐	☐

A.20 If you feel any groups of children have been disadvantaged by the introduction of the Foundation Phase, can you provide reasons below?

A.21 Despite the recent announcement to stop the Child Development Assessment Profile (CDAP) from being mandatory, does your school intend to continue using it, or any other form of on-entry assessment? (please **tick one**)

Will continue to use the CDAP in full	☐	
Will continue to use some elements of the CDAP	☐	(if so, state which below)
Will be using other baseline assessments	☐	(if so, state which below)
Will not conduct formal baseline assessment	☐	
Undecided at present	☐	

A.22 What do you think are the most pressing issues currently for early years education (age 4-7 years) in **your school**?

	Tick **all** those that apply	Tick **the single** most important issue
Attendance	☐	☐
Children's behaviour	☐	☐
Literacy skills	☐	☐
Numeracy skills	☐	☐
Social well-being of children	☐	☐
Emotional well-being of children	☐	☐
Inequalities in achievement	☐	☐
Welsh language development	☐	☐
Children's attitudes toward learning	☐	☐
Quality of teaching	☐	☐
Impact of poverty on attainment	☐	☐
Transitions into the FP	☐	☐
Transitions from FP into KS2	☐	☐
Funding	☐	☐
Other (please state below)	☐	☐

A.23 The research team will have access to data from the Schools Census that will allow us to analyse the responses to this survey in some context. However, if you wish to provide any particular details about the school and its children that you think will help us better understand the responses to this survey (e.g. intake/catchment) please provide them here.

A.24 Do you have any other comments in relation to the Foundation Phase that you would like to add here?

Thank you for completing Section A. Please now complete Section B or pass it to the most appropriate person who has the day-to-day responsibility for the Foundation Phase in your school.

The remainder of this page has been purposely left blank. Please use it to make any additional comments relating to any of the previous questions.

SECTION B: To be completed by the member of staff with day-to-day responsibility for the Foundation Phase

If you are the same person who completed section A then please ignore all questions marked with an asterix *

B.1* Please briefly state your role and describe your main responsibilities:

B.2* How many years:

Have you had this role within the school? _____

Have you been teaching? _____

B.3* When the Foundation Phase was first introduced in your school what were your initial thoughts? (please tick the **one statement** that most applies)

I was really looking forward to it ☐
I was looking forward to it ☐
I had some reservations about it ☐
I was not looking forward to it ☐
Had no opinion about it ☐

B.4 How different do you think the Foundation Phase has been to what this school was doing in its early years classes prior to the introduction of the FP? (please **tick one** for each year group)

	Considerably different	Some differences	Very little difference	Don't know
Nursery	☐	☐	☐	☐
Reception	☐	☐	☐	☐
Year 1	☐	☐	☐	☐
Year 2	☐	☐	☐	☐

B.5* What three key terms would you use to describe the Foundation Phase?

1. _____ 2. _____ 3. _____

B.6* What impact do you think the Foundation Phase has had in your school? (please **tick one** for each category)

	Significant improvements	Some improvement	No change	Worse	Significantly worse	Don't know
Attendance	☐	☐	☐	☐	☐	☐
Children's behaviour in class	☐	☐	☐	☐	☐	☐
Children's behaviour outside class	☐	☐	☐	☐	☐	☐
Literacy skills (English)	☐	☐	☐	☐	☐	☐
Literacy skills (Welsh)	☐	☐	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐	☐	☐
Social well-being of children	☐	☐	☐	☐	☐	☐
Emotional well-being of children	☐	☐	☐	☐	☐	☐
Attitudes towards learning	☐	☐	☐	☐	☐	☐
Variation in educational achievement	☐	☐	☐	☐	☐	☐
Impact of poverty on attainment	☐	☐	☐	☐	☐	☐

B.7 How successful do you think the Foundation Phase has been in improving the following Areas of Learning for children, relative to its KS1 predecessor? (please **tick one** for each AoL)

	Significant improvements from KS1	Some improvements from KS1	No different from KS1	Worse than KS1
Creative Development	☐	☐	☐	☐
Physical Development	☐	☐	☐	☐
Knowledge and Understanding of the World	☐	☐	☐	☐
Welsh Language Development	☐	☐	☐	☐
Mathematical Development	☐	☐	☐	☐
Language, Literacy and Communication Skills	☐	☐	☐	☐
Personal & Social Development, Well-being & Cultural Diversity	☐	☐	☐	☐

B.8 Given the focus within the Foundation Phase on the above 7 Areas of Learning, do you think that any advantageous aspects of the previous KS1 have been lost or neglected?

Yes ☐
No ☐

B.9 If yes, please provide brief details

B.10* How do you think the following groups of children have been affected by the introduction of the Foundation Phase? (please **tick one** for each group)

	Benefitted from FP	No change	Disadvantaged by FP
Boys	☐	☐	☐
Girls	☐	☐	☐
Children with special educational needs	☐	☐	☐
Children whose first language is neither English/Welsh	☐	☐	☐
Children not being educated in their first language	☐	☐	☐
BME (black minority ethnic) children	☐	☐	☐
Children living in poverty	☐	☐	☐
Children from advantaged backgrounds	☐	☐	☐
Summer-born children	☐	☐	☐
More able and talented children	☐	☐	☐
Other (please specify)	☐	☐	☐

B.11 How would **you** rate the following in terms of their overall usefulness? (please **tick one** for each)

	Very useful	Useful	Not useful	Very unhelpful	Don't know
Welsh Government FP documentation	☐	☐	☐	☐	☐
Welsh Government training materials	☐	☐	☐	☐	☐
Welsh Government CPD events (conferences)	☐	☐	☐	☐	☐
Local Authority support/advice	☐	☐	☐	☐	☐
Local Authority training	☐	☐	☐	☐	☐

B.12 Would you say there have been any particular obstacles to implementing the Foundation Phase in the school?

	Please tick **all** that apply	Please tick the **single** biggest obstacle
Lack of funding and resources	☐	☐
Existing school building and facilities	☐	☐
Parental involvement	☐	☐
Adjustment of staff	☐	☐
Clarity about the Foundation Phase	☐	☐
Other things happening within the school	☐	☐
The needs of children in the school	☐	☐
Achieving recommended adult:child ratios in:		
Nursery Year	☐	☐
Reception Year	☐	☐
Year 1	☐	☐
Year 2	☐	☐

B.13 How would you describe the End of Foundation Phase Assessment? (please tick **all that apply**)

Appropriate for the objectives of the FP	☐
An improvement from KS1 assessments	☐
Unclear how to implement	☐
Will take longer than previous KS1 assessments to complete	☐
Concerned about how to communicate results to parents	☐
End of Phase Assessments will be useful for KS2 transitions	☐

B.14* Do you have any other comments in relation to the Foundation Phase that you would like to add here?

Thank you for completing Section B. Please make sure the completed survey (Sections A and B) is returned in the Freepost enveloped provided.

The remainder of this page has been purposely left blank. Please use it to make any additional comments relating to any of the previous questions.

Appendix F. National Survey of Funded Non-maintained Settings

Evaluating the Foundation Phase – National Survey of Centre Managers

Dear Participant,

You are being invited to complete this survey as part of the Evaluation of the Foundation Phase. The research has been commissioned by the Welsh Government and is being conducted by Cardiff University and the Wales Institute for Social Economic Research Data and Methods (WISERD).

This is a three-year (August 2011 to August 2014) project designed to understand and evaluate the **implementation** of the policy across Wales and the **impact** that the Foundation Phase has had in schools and funded non-maintained settings, for children and practitioners. The evaluation is designed to sensitively identify and examine the outcomes for children in terms of their educational, social, cognitive and emotional development whilst also exploring the impact of other contributory factors, from outside the setting / school environment.

Whilst our primary interest is, of course, with the experiences of children within Foundation Phase settings, we are also evaluating the implementation and process of the policy at a range of scales, from classrooms, to settings, to local authorities, and to government. This survey is an important feature of the evaluation and is being sent to **all** head teachers and centre managers in Foundation Phase settings across Wales. We very much hope that you feel willing and able to contribute to this important piece of research by completing this survey. We are interested in your experiences and perceptions of the Foundation Phase in terms of the implementation and practice within your setting / school. The information produced by this survey will be enormously valuable in helping to further shape the Foundation Phase in Wales.

The research is led by a highly experienced team of experts in the field of educational research. The evaluation has been approved by the Cardiff University School of Social Sciences Ethics Committee and will strictly adhere to professional codes of practice. All responses will be anonymised, aggregated and then analysed. All data will be securely stored. Completion of this survey and answers to the questions will have no bearing on any future involvement we might ask of the setting / school in the next stages of the evaluation. You have the right to withdraw from the research at any time. Finally, you may complete this survey in Welsh or English.

If you have any questions regarding the survey please contact Dr. Chris Taylor.

With best wishes

Evaluating the Foundation Phase research team.

Dr. Chris Taylor (Director of the Research Team)
Wales Institute for Social and Economic Research Data and Methods (WISERD)
46 Park Place
Cardiff
CF10 3BB
Tel: 02920 879338
E-mail: fpevaluation@cardiff.ac.uk

Launa Anderson (Welsh Government Project Manager)
Senior Research Officer
Knowledge and Analytical Skills
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2082 5274 Fax: 029 2092 2765
E-mail: launa.anderson@wales.gsi.gov.uk

Evaluating the Foundation Phase – National Survey of Centre Managers

Instructions to Participants

This survey is primarily designed to collect data on your opinions of implementing, managing and working with the Foundation Phase. It also asks for some additional data regarding the FP in your setting. The questions take different forms and require different responses, so please carefully read the accompanying instructions with each one. If, for any question, you run out of space or wish to make additional comments, please do so on a separate page with the relevant question number clearly marked.

Please try and answer the questions as honestly and fairly as possible. We need to gather all opinions and perspectives (positive and negative) to help in the evaluation. May we remind you this is not an assessment of the setting and that responses will be anonymised, aggregated and then analysed.

If for any reason you feel unable to answer a question please leave the question blank and move on to the next question. If appropriate, please note the reason why you cannot complete a question.

Many thanks

Dr Chris Taylor

1 Your name: _____ 2 Gender: Female ☐ Male ☐

3 How many years:

Have you been the Centre Manager (or Acting Centre Manager)? _____

Have you worked in this setting? _____

4 All things considered, how satisfied are you with the Welsh Government's policy for the Foundation Phase? (Please rate on a scale of one to six by circling the appropriate number)

Not satisfied at all ← → **Completely satisfied**

1 2 3 4 5 6

5 All things considered, how satisfied are you with the implementation of the Foundation Phase within **this setting** using the same scale?

Not satisfied at all ← → **Completely satisfied**

1 2 3 4 5 6

6 In which year was the Foundation Phase first introduced into this setting? _____/_____

7 When the Foundation Phase was first introduced, what were your initial thoughts? (Please tick the **one statement** that most applies)

I was really looking forward to it ☐
I was looking forward to it ☐
I had some reservations about it ☐
I was not looking forward to it ☐
Had no opinion about it ☐

8 What three key terms would you use to describe the Foundation Phase?

1. _____ 2. _____ 3. _____

9 How different do you think the Foundation Phase has been to what this setting was doing prior to the introduction of the FP? (please **tick one** for each age group)

	Considerably different	Some differences	Very little difference	Don't know
Age 3	☐	☐	☐	☐
Age 4	☐	☐	☐	☐

10 Please complete the following table for each class / group in your setting, based on current numbers of children and staff.

	Number of children		Number of staff (FTE)	
	Age 3	Age 4	NVQ Level 3 (or equivalent) or above qualified staff	Other staff*
Group#1				
Group#2				
Group#3				
Group#4				
Group#5				
Group#6				

* please do not include volunteers and support staff attached to individual children

11 How involved have the following been in the implementation of the Foundation Phase in the setting? (please tick **one option** for each group/person)

	Key lead	Major role	Minor role	Not applicable or don't know
Manager	☐	☐	☐	☐
Senior staff	☐	☐	☐	☐
Other staff	☐	☐	☐	☐
Local Authority FP Advisor	☐	☐	☐	☐
LA FP Training Support Officers	☐	☐	☐	☐
Parents/guardians	☐	☐	☐	☐

12 Did the introduction of the Foundation Phase involve any restructuring of the management or organisation of the setting?

Yes ☐
No ☐
Don't know ☐

If yes, please could you outline what the main changes involved:

---

13 To what extent has the setting changed its indoor and outdoor environment as a result of the Foundation Phase policy? Where possible please also provide indicative overall costs for those changes (initial and recurrent).

	Degree of change			**Costs (£)**	
	Large	Some change	No change	Initial outlay/ fixed cost	Annual costs (e.g. maintenance)
Indoor environment	☐	☐	☐	_____	_____
Outdoor environment	☐	☐	☐	_____	_____

14 Which statement, in your opinion, best describes the response to the introduction of the FP to the following groups? (please **tick one**)

	Much resistance	Some resistance	Fairly welcoming	Very welcoming	Don't know or N/A
You personally	☐	☐	☐	☐	☐
Senior staff	☐	☐	☐	☐	☐
Other staff	☐	☐	☐	☐	☐
Local Authority FP Advisor	☐	☐	☐	☐	☐
LA FP Training Support Officers	☐	☐	☐	☐	☐
Parents/carers	☐	☐	☐	☐	☐

15 How would you rate the following in terms of their overall usefulness? (please **tick one**)

	Very useful	Useful	Not useful	Very unhelpful	Don't know
Welsh Government FP documentation	☐	☐	☐	☐	☐
Welsh Government training materials	☐	☐	☐	☐	☐
Welsh Government CPD events (conferences)	☐	☐	☐	☐	☐
Local Authority support/advice	☐	☐	☐	☐	☐
Local Authority training	☐	☐	☐	☐	☐

16 What impact do you think the Foundation Phase has had in your setting (please **tick one** for each category)?

	Significant improvement	Some improvement	No change	Worse	Significantly worse	Don't know
Children's behaviour in the setting	☐	☐	☐	☐	☐	☐
Children's behaviour outside the setting	☐	☐	☐	☐	☐	☐
Literacy skills (English)	☐	☐	☐	☐	☐	☐
Literacy skills (Welsh)	☐	☐	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐	☐	☐
Social well-being of children	☐	☐	☐	☐	☐	☐
Emotional well-being of children	☐	☐	☐	☐	☐	☐
Attitudes towards learning	☐	☐	☐	☐	☐	☐
Impact of poverty on child development	☐	☐	☐	☐	☐	☐

17 How do you think the following groups of children have been affected by the introduction of the Foundation Phase? (please **tick one** for each group)

	Benefitted from FP	No change	Disadvantaged by FP
Boys	☐	☐	☐
Girls	☐	☐	☐
Children with special educational needs	☐	☐	☐
Children whose first language is not English or Welsh	☐	☐	☐
Children not being educated in their first language	☐	☐	☐
BME (black minority ethnic) children	☐	☐	☐
Children living in poverty	☐	☐	☐
Children from advantaged backgrounds	☐	☐	☐
Summer-born children	☐	☐	☐
Other (please specify)	☐	☐	☐

18 If you feel any groups of children have been disadvantaged by the introduction of the Foundation Phase can you provide reasons below?

---

19 How successful do you think the Foundation Phase has been in improving the following Areas of Learning for children, relative to its Desirable Outcomes predecessor? (please **tick one** for each AoL)

	Significant improvements from DO	Some improvements from DO	No different from DO	Worse than DO
Creative Development	☐	☐	☐	☐
Physical Development	☐	☐	☐	☐
Knowledge and Understanding of the World	☐	☐	☐	☐
Welsh Language Development	☐	☐	☐	☐
Mathematical Development	☐	☐	☐	☐
Language, Literacy and Communication Skills	☐	☐	☐	☐
Personal & Social Development, Well-being & Cultural Diversity	☐	☐	☐	☐

20 Given the focus within the Foundation Phase on the above 7 Areas of Learning, do you think that any advantageous aspects of the previous DO have been lost or neglected?

Yes ☐
No ☐

21 If yes, please provide brief details

---

22 Would you say there have been any particular obstacles to implementing the Foundation Phase in the setting?

	Please tick **all** that apply	Please tick the **single** biggest obstacle
Lack of funding and resources	☐	☐
Existing building and facilities	☐	☐
Parental involvement	☐	☐
Adjustment of staff	☐	☐
Clarity about the Foundation Phase	☐	☐
Other things happening within the setting	☐	☐
The needs of children in the setting	☐	☐
Achieving recommended adult:child ratios	☐	☐

23 With hindsight is there anything you think you would change about the Foundation Phase? (Please tick **all that apply**)

- The content and design of the Foundation Phase ☐
- The support and materials provided by the Welsh Government ☐
- The support and guidance received from the local authority ☐
- Foundation Phase training ☐
- How it was implemented in your setting ☐
- The funding of the Foundation Phase ☐
- Nothing ☐

24 Please provide further details

---

25 What do you think are the most pressing issues currently for early years education (age 0-4 years) in **your setting**?

	Tick **all** those that apply	Tick **the single** most important issue
Children's behaviour	☐	☐
Literacy skills	☐	☐
Numeracy skills	☐	☐
Social well-being of children	☐	☐
Emotional well-being of children	☐	☐
Welsh language development	☐	☐
Children's attitudes toward learning	☐	☐
Quality of staff	☐	☐
Transitions into the setting	☐	☐
Transitions from the setting into school	☐	☐
Impact of poverty on child development	☐	☐
Funding	☐	☐
Other (please state below)	☐	☐

26 To what extent do you think that the Foundation Phase is still important to the Welsh Government? (Please tick the **one statement** that most applies)

- I think it is still very important to the Welsh Government ☐
- It is still important but they seem to have other priorities ☐
- It is no longer important to the Welsh Government ☐
- Don't know ☐

27 If you wish to provide any particular details about the setting and its children that you think will help us better understand the responses to this survey (e.g. intake/catchment) please provide them here.

28 Do you have any other comments in relation to the Foundation Phase that you would like to add here?

Thank you for completing this Survey. Please make sure your completed response is returned in the Freepost enveloped provided.

The remainder of this page has been purposely left blank. Please use it to make any additional comments relating to any of the previous questions.

Appendix G. Invitation to Schools to Participate

Launa Anderson (Welsh Government Project Manager)
Senior Research Officer
Knowledge and Analytical Skills
Welsh Government
Cathays Park
Cardiff, CF10 3NQ
Tel: 029 2082 5274
Email: launa.anderson@wales.gsi.gov.uk

Professor Chris Taylor
WISERD
46 Park Place
Cardiff University
Cardiff, CF10 3BB
Tel: 02920 879338
Email: fpevaluation@cardiff.ac.uk

2nd November 2012

Re. Evaluating the Foundation Phase – Case Study Research

Dear *insert HT name*

Cardiff University and the Welsh Institute for Social and Economic Research Data and Methods (WISERD) have been commissioned by the Welsh Government to undertake an independent evaluation of the Foundation Phase.

insert school name has been **randomly selected** (along with 39 other primary schools in Wales) to be involved in the case study stage of our evaluation. We would like to come and visit *insert school name* for 2-3 consecutive days during 2012/13 (and 2013/14) to gather pupil and staff *experiences* of the Foundation Phase.

Please note that the case study visits do not aim to evaluate individual schools or their staff. Rather, **the aim is to evaluate the Foundation Phase** as an education policy. There are no right or wrong answers, and all schools will remain completely anonymous. Therefore, your school, staff and pupils will never be identified in any publications or reports.

Please see the Project Background and Case Study Information sheet enclosed for more information about what a typical case study visit will look like in 2012/13.

A member of our research team will contact you over the next few days to discuss this further and answer any questions you may have.

If your school is able to participate, we will be able to conduct the research in Welsh or English.

This evaluation is led by a highly experienced team of experts, and has been approved by the Cardiff University School of Social Sciences Ethics Committee.

Yours sincerely

Professor Chris Taylor (Lead Researcher, Cardiff University)

Appendix H. Information and Consent Details for Parents/Carers in Case Study Schools (Stage II)

Foundation Phase Evaluation

Information for parents / carers

The Welsh Government has asked Cardiff University and the Wales Institute for Social and Economic Research Data and Methods (WISERD) to evaluate its flagship education policy - the Foundation Phase. The Foundation Phase has been 'rolled out' over recent years so that now it includes all 3-7 year olds in Wales.

There are four main aims of the evaluation (which will run August 2011 to August 2014):

1. To evaluate how well the FP is being implemented and highlight ways in which improvement can be made (the *process evaluation*);
2. To evaluate what impact the FP has had to date (the *outcome evaluation*);
3. To assess the value for money of the FP (the *economic evaluation*);
4. To put in place an evaluation framework for the future tracking of outputs and outcomes of the FP (the *evaluation framework*).

Part of this research will involve working with 40 **randomly selected** case study schools. When visiting each school, we intend to interview key staff, observe several classrooms and run a questionnaire for Year 2 children.

The aim of this research is to try to understand the ways in which the Foundation Phase is being delivered by teachers and how children experience the Foundation Phase. It is important to stress that the research will not focus on individual children, but rather, on classes as a whole. Observing classrooms and listening to the views of children in the Year 2 survey is essential to understanding, evaluating and informing the Welsh Government about the education of all 3-7 year olds.

This research has been approved by the Cardiff University School of Social Sciences Ethics Committee.

For more information please contact:
WISERD
46 Park Place
Cardiff CF 10 3BB
Wales

Email. fpevaluation@cardiff.ac.uk
Tel. 029 2087 70940
Fax. 029 2087 6318
www.wiserd.ac.uk/foundationphase

Launa Anderson (Welsh Government Project Manager)
Senior Research Officer
Knowledge and Analytical Skills
Welsh Government
Cathays Park
Cardiff, CF10 3NQ
Tel: 029 2082 5274
Email: launa.anderson@wales.gsi.gov.uk

Professor Chris Taylor
WISERD
46 Park Place
Cardiff University
Cardiff, CF10 3BB
Tel: 02920 879338
Email: fpevaluation@cardiff.ac.uk

insert date here

Re. Cardiff University Research

Dear Parent / Carer

We (Cardiff University) are writing to inform you that one of our researchers will be observing your child's ** class during the ** term.

In total, we are observing over 100 **randomly selected** classrooms across Wales. We are doing this because the Welsh Government has asked us to study the quality of education provided to 3-7 year olds in Wales.

All this means for you and your child, is that an experienced researcher will be spending a couple of hours observing your child's ** class. Although the researcher will not be interacting directly with the children, the classes we have observed so far seemed to enjoy our visit.

The researcher has worked in many schools before, and has of course satisfied the required Criminal Records Bureau checks.

At no point will your child's name be recorded, so no-one will ever be able to link any data back to your child.

However, if you would prefer that your child was not present when we observe their ** class, please complete the 'opt-out' slip enclosed and return it to your child's ** teacher immediately.

Please note that you do not have to do anything if you are happy for your child to be present when the researcher from Cardiff University observes their classroom.

For more information about our research, please see the information sheet enclosed.

Best wishes,

Professor Chris Taylor (Lead Researcher - Cardiff University)

Cardiff University Research 'Opt-Out' Form

If you **DO NOT** wish your child(ren) to be present when the researcher from Cardiff University observes their classroom, please tick the box below, complete the information and return this form to your child's class teacher immediately.

Please note that you do not have to do anything if you are happy for your child(ren) to be present when the researcher from Cardiff University observes their classroom.

I hereby declare that I would prefer my child(ren) not to be present when the researcher from Cardiff University observes their class ☐

Parent / carer Name .....

Child's Name(s) .....

Child's Class .....

fpevaluation@cardiff.ac.uk

Appendix I. Case Study Observation Tools

Case Study Observation Background Information Sheet (CSO 1)

School: ..... LA: ..... Year group: ..... Number of children present: ..... NOR: .....

Teacher name: ..... AM/PM Date: ..... Male: ..... Female: .....

Additional practitioner names Time practicing Qualification FP training (WG modules and other)

.....
.....
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EAL: ..... Welsh first language at home: ..... School action: ..... School Action +: ..... Statements: .....

SEN details:

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Objectives of session:

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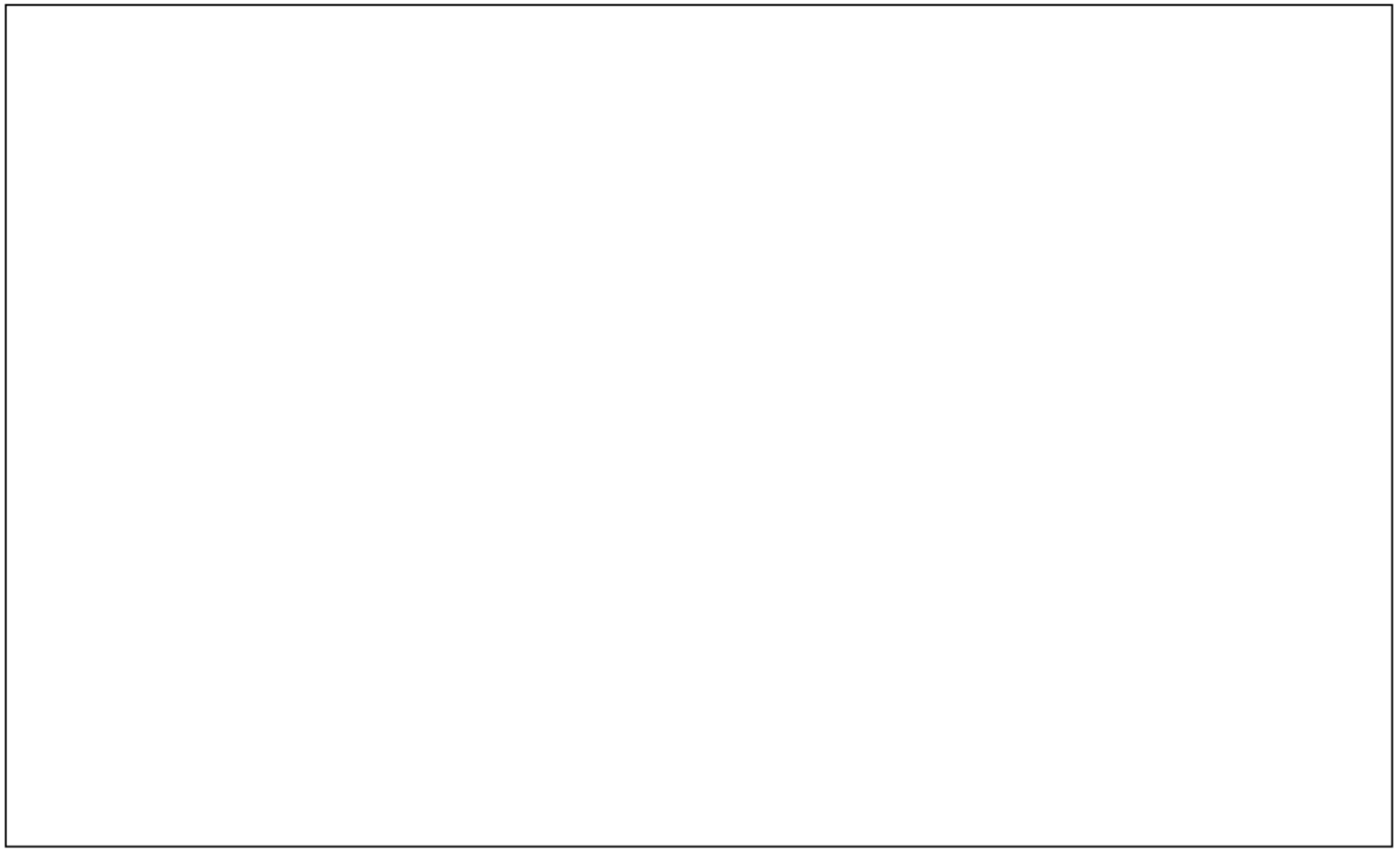
Indoor and Outdoor Mapping



Case Study Observation Two-minute Interval Observation Sheet (CS0 2 – Schools)

1st CHILD OBSERVATION *Start Time:*							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

2nd CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

3rd CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

1st CLASSROOM REVIEW				
What are adults doing?	English/Welsh	Neutral/Warm/Cool/No child interaction	Neutral/Warm/Cool/No adult interaction	What other activities are going on? C/E/F?
Managing? Directing? Ability matched? Rotating?				

4th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

5th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

6th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

2nd CLASSROOM REVIEW				
What are adults doing?	English/Welsh	Neutral/Warm/Cool/No child interaction	Neutral/Warm/Cool/No adult interaction	What other activities are going on? C/E/F?
Managing? Directing? Ability matched? Rotating?				

7th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

8th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

9th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

3rd CLASSROOM REVIEW				
What are adults doing?	English/Welsh	Neutral/Warm/Cool/No child interaction	Neutral/Warm/Cool/No adult interaction	What other activities are going on? C/E/F?
Managing?	Directing?	Ability matched?	Rotating?	

10th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

11th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

12th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

4th CLASSROOM REVIEW				
What are adults doing?	English/Welsh	Neutral/Warm/Cool/No child interaction	Neutral/Warm/Cool/No adult interaction	What other activities are going on? C/E/F?
Managing? Directing? Ability matched? Rotating?				

13th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

14th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

15th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	Male/Female	Nursery/Reception/Year 1/Year 2	English/Welsh	AoL	C/E/F	T/1/2/3/4	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

5th CLASSROOM REVIEW					
What are adults doing?	English/Welsh	Neutral/Warm/Cool/No child interaction	Neutral/Warm/Cool/No adult interaction	What other activities are going on?	C/E/F?
Managing?	Directing?	Ability matched?	Rotating?		

16th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	**Male/Female**	**Nursery/Reception/Year 1/Year 2**	**English/Welsh**	**AoL**	**C/E/F**	**T/1/2/3/4**	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

17th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	**Male/Female**	**Nursery/Reception/Year 1/Year 2**	**English/Welsh**	**AoL**	**C/E/F**	**T/1/2/3/4**	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

18th CHILD OBSERVATION							INVOLVEMENT	WELL-BEING
What is child doing?	**Male/Female**	**Nursery/Reception/Year 1/Year 2**	**English/Welsh**	**AoL**	**C/E/F**	**T/1/2/3/4**	1 2 3 4 5	1 2 3 4 5
Child/Adult-*Initiated*	Child/Adult-*Directed*	Free movement	First/second-hand	Exploring	Practical	following Adult/Activity instructions	Worksheet	Review
Whole-class/Group/Individual activity	Adult Present/Absent	Observation	Assessment	Didactic	Co-construction	SI	Scaffolding	Open/Closed questioning
Neutral/Warm/Cool/No adult interaction	Neutral/Warm/Cool/No child interaction	Peer collaboration	Desk	Carpet	Workstation	Outside	Out of class	Active

6th CLASSROOM REVIEW				
What are adults doing?	**English/Welsh**	**Neutral/Warm/Cool/No child interaction**	**Neutral/Warm/Cool/No adult interaction**	What other activities are going on? **C/E/F?**
Managing?	Directing?	Ability matched?	Rotating?	

Additional 'quick-fire' judgments

1	2	3	4	5
No disruptive behavior		Moderate disruptive behavior		Constant disruptive behavior
No child conflict		Moderate child conflict		Constant child conflict
Good team dynamics		Neutral team dynamics		Mixed team dynamics
Warm adult to child interaction		Neutral adult to child interaction		Cool adult to child interaction
Adults very engaging with children		Adults moderately engaging with children		Adults detached from the children
Visually attractive environment		Moderately attractive environment		Plain environment

What was the general structure/model? (Who did what when? C/E/F? Ability matched? Rotating?)

Case Study Observation 'Implementation Type' Sheet (CSO 3)

Most FP ⟷ Least FP			*Notes*
5 4 3 2 1			
Children were often involved in initiating and directing their own learning (and adults had clear intentions for their learning)	Children were sometimes involved in initiating and directing their own learning	Children were always told what to do by adults (or could do what they wanted without clear adult intentions for learning)	
5 4 3 2 1			
Children often had the chance to explore/experiment	Children occasionally had the chance to explore/experiment	Children did not have the chance to explore/experiment	
5 4 3 2 1			
Children often experienced things directly (first hand)	Children occasionally experienced things directly	Children only experienced second-hand learning	
5 4 3 2 1			
Children often experienced practical / hands on activities	Children occasionally experienced practical / hands on activities	Children did not experience practical / hands on activities	
5 4 3 2 1			
The individual needs of all children were met depending on their stages of learning (i.e. sufficient support and challenge)	The individual needs of some children were met depending on their stages of learning	All children were expected to be at same stage of learning	
5 4 3 2 1			
			**Play (without adult objective):** **Playful (with adult objective):** **Didactic:**

Most FP ⟷ Least FP			*Notes*
5 4	3 2	1	
Open questioning and sustained shared thinking were sometimes used by adults when interacting with children	Open questioning was sometimes used by adults when interacting with children	Only closed questioning was used by adults when interacting with children	
5 4	3 2	1	
Adults often prompted children to think about /reflect on their learning experiences	Adults occasionally prompted children to think about /reflect on their learning experiences	Adults did not prompt children to think about /reflect on their learning experiences	
5 4	3 2	1	
Children often had the opportunity to be physically active whilst learning	Children occasionally had the opportunity to be physically active whilst learning	Children did not have the opportunity to be physically active whilst learning	
5 4	3 2	1	
Children were able to access outdoor learning environments	Access to the outdoor learning environments were significantly limited	Children were not able to access the outdoors	
5 4	3 2	1	
Adults often observed children to monitor or assess progress	Adults occasionally observed or assessed children to monitor progress	Adults did not observe or assess children to monitor progress	
5 4	3 2	1	
A large number (> 5) of exciting, accessible and varied 'learning zones' were constantly in use	Either a large number of 'learning zones' were used for a limited time, or a moderate number of 'learning zones' were constantly in use	Very few 'learning zones' were used	

Case Study Observation 'Quick-Fire' Teacher Survey (CSO 4)

1. Was that a typical session (AM)?	2. Was that a typical session (PM)?
1. How did you decide what would be done during that session (AM)?	2. How did you decide what would be done during that session (PM)?

3. Generally speaking, how do you decide on the schemes of work / activities over the whole year?

- Do you involve children in your planning process? If so, how? 1 2 3 4 5

4. In a 'normal' week, how often would you usually manage to use outdoor space?

Never Rarely 2 or 3 times every other day Every day

5. How often would each child in your class get outside each week?

Never Rarely 2 or 3 times every other day Every day

6. In your opinion, what do you think the FP is all about?

1 2 3 4 5

7. What are your views on the FP? Do you like it?

1 2 3 4 5

8. Have you been on any of the 'official' FP training courses delivered by your LA? How many/which LA?

Other FP training?

9. How many years have you been teaching, and what route did you take (e.g. PGCE, B.Ed etc)?

10. How much time have you spent teaching EY (N-R), KS1 (Y1-Y2) and KS2 (Y3-Y6)?

Appendix J. Observation Key Word Definitions

Case Study Observation Key Word Definitions (CSO 6)

Child/Adult Initiated	Activity was decided upon by either the child or the adult
Child/Adult Directed	Activity was directed by either the child or the adult
Free movement	Child could move freely from one area/activity to another
First-hand	Direct experience with learning objective
Second-hand	Indirect 'theoretical/abstract' experience with learning objective
Exploring	Child was exploring/experimenting
Practical	Hands-on/practical experience
Following Adult/Activity instructions	Child was following adult or activity instructions
Worksheet	Activity involved child completing a worksheet
Review	Child was prompted by an adult to think about (reflect on) what they have just done

Whole-class/Group/Individual activity	Child was taking part in a whole-class, group or individual activity
Adult Present/Absent	With = adult close by child/group; Without = adult not close by child/group
Observation	Child being observed by adult
Assessment	Child being assessed by adult
Didactic	Adult teaching in traditional style (instructional)
Co-construction	Adult was 'collaborating' with child
SI	Adult was extending child's thinking via discussion (> 4 turns)
Scaffolding	Adult was helping the child learn how to complete the task (prompting)
Open/Closed Questioning	Open = open-ended; Closed = could be answered in single word/phrase

Neutral/Warm/Cool/No child interaction	Neutral = neither warm nor cold interaction; Warm = sharing/turn taking; Cool = snatching/hitting
Neutral/Warm/Cool/No adult interaction	Neutral = neither warm nor cold interaction; Warm = attentive/enthused; Cool = inattentive/detached
Peer Collaboration	The child collaborated with other children
Desk	Child was at desk
Carpet	Child was sitting on carpet
Workstation	Child was at workstation (could include use of desk, but added to)
Outside	Child was outdoors
Out of class	Child was in school building, but out of classroom
Active	Activity allowed child to be physically active (i.e. not sitting at desk/on floor)

Appendix K. Case Study Interview Schedules

School name:

Case Study Interview - Head Teacher Schedule

Background

1. How long have you been head teacher in this school (and other schools)?

Views

2. How do you feel about the introduction of the FP in this school and more generally?

Understanding

3. In your opinion, what is the FP?

Implementation

4. Can you describe how this school has gone about implementing the FP?

- Resources (recruitment of additional practitioners to make up ratios, training, infrastructure)

Impact

5. What impact do you think the FP is having on (a) children and (b) staff in this school?

- Changes in practice? Did dropping Year 2 assessments have impact? Did introducing FP to Year 1 in Year ½ mixed classes have an impact on Year 2?

Future

6. How do you see the FP developing in the future, (a) generally and (b) in this school?

- Prompts (raising school standards agenda, L&NF)

General

7. How much movement of staff is there between FP and KS2 in this school?

8. What 'stage' did you teach prior to becoming a HT?

9. Generally speaking, what do you think the essential elements should be for the teaching and learning of children aged 3-7?

School name:

Case Study Interview - FP Lead Schedule

Background

1. How long have you been FPL in this school?

Views

2. How do you feel about the introduction of the FP in this school and more generally?

Understanding

3. In your opinion, what is the FP?

Implementation

4. Could you describe how this school has gone about implementing the FP?

5. How do the FP staff decide upon schemes of work and themes within the curriculum?

6. How do the FP staff monitor and evaluate pupil progress?

7. What do the FP staff use to guide the promotion of personal and social development, well-being and cultural understanding?

8. Is your school able to involve parents / carers in the FP? If so, how?

Impact

9. What impact do you think the FP is having on (a) children and (b) staff in this school?

- Did dropping Year 2 assessments have impact?
- Did introducing FP to Year 1 pupils in Year 1/2 mixed classes have an impact on Year 2 pupils?

Future

10. How do you see the FP developing in the future, (a) generally and (b) in this school?

- Prompts (raising school standards agenda, L&NF)

General

11. Are the classes we observed any different to the FP classes we did not observe?

12. Generally speaking, what do you think the essential elements should be for the teaching and learning of children aged 3-7?

School name:

Case Study Interview/Focus Group – Additional Practitioner Schedule (Present =)

General

1. How long have you a) been a TA; and b) been a TA in this school?

Views

2. How do you feel about the introduction of the FP in this school and more generally?

Understanding

3. In your opinion, what is the FP?

Implementation

4. Could you describe how this school has gone about implementing the FP?

5. Have things changed for the TAs in this school since the introduction of the FP (e.g. status)?

6. In your opinion, what is the main purpose of TA/FP practitioner?

- Are you involved in observing pupil progress and sharing this with teachers?
- Are you involved in planning?
- Are you asked by teachers to take lessons/ activities?

7. Does role of a FP TA in this school vary depending on the teacher?

Impact

8. What impact do you think the FP is having on (a) children and (b) staff in this school?

- prompts (particular groups, boys/girls)

Appendix L. Year Two Pupil Survey

Year 2 Questionnaire:

You and your home ...

1. **How old are you?**
   - 6 ☐
   - 7 ☐

2. **What month is your birthday?** _____

3. **Are you a boy or a girl?**
   - Boy ☐
   - Girl ☐

4. **How many people sleep in your bedroom (including you)?** _____

5. **How many brothers and sisters do you have?** _____

6. **How many computers and laptops are in your house?** _____

7. **How many cars, vans and trucks does your family have?** _____

8. **Who do you live with?**
   - Mum and Dad ☐
   - Sometimes Mum and sometimes Dad ☐
   - Mum ☐
   - Dad ☐
   - Someone else ☐

9. **How often do you read at home with a grown-up?**
   - Every day ☐
   - Sometimes ☐
   - Never ☐

You and your school ...

10. How much do you like school?

I like it a lot ☐

I like it a bit ☐

I don't like it ☐

11. How much do you like reading?

I like it a lot ☐

I like it a bit ☐

I don't like it ☐

12. How much do you like writing?

I like it a lot ☐

I like it a bit ☐

I don't like it ☐

13. How much do you like doing number work?

I like it a lot ☐

I like it a bit ☐

I don't like it ☐

14. How much do you like answering questions in class?

I like it a lot ☐

I like it a bit ☐

I don't like it ☐

15. How often do you behave well in class?

All of the time ☐

Some of the time ☐

Never ☐

16. How often are you horrible to other children at school?

All of the time ☐

Some of the time ☐

Never ☐

17. **How often do you try your best at school?**

All of the time ☐

Some of the time ☐

Never ☐

You and your feelings ...

18. **How often do you feel happy?**

All of the time ☐

Some of the time ☐

Never ☐

19. **How often do you feel sad?**

All of the time ☐

Some of the time ☐

Never ☐

20. **When you grow up, would you like to be a teacher in this school?**

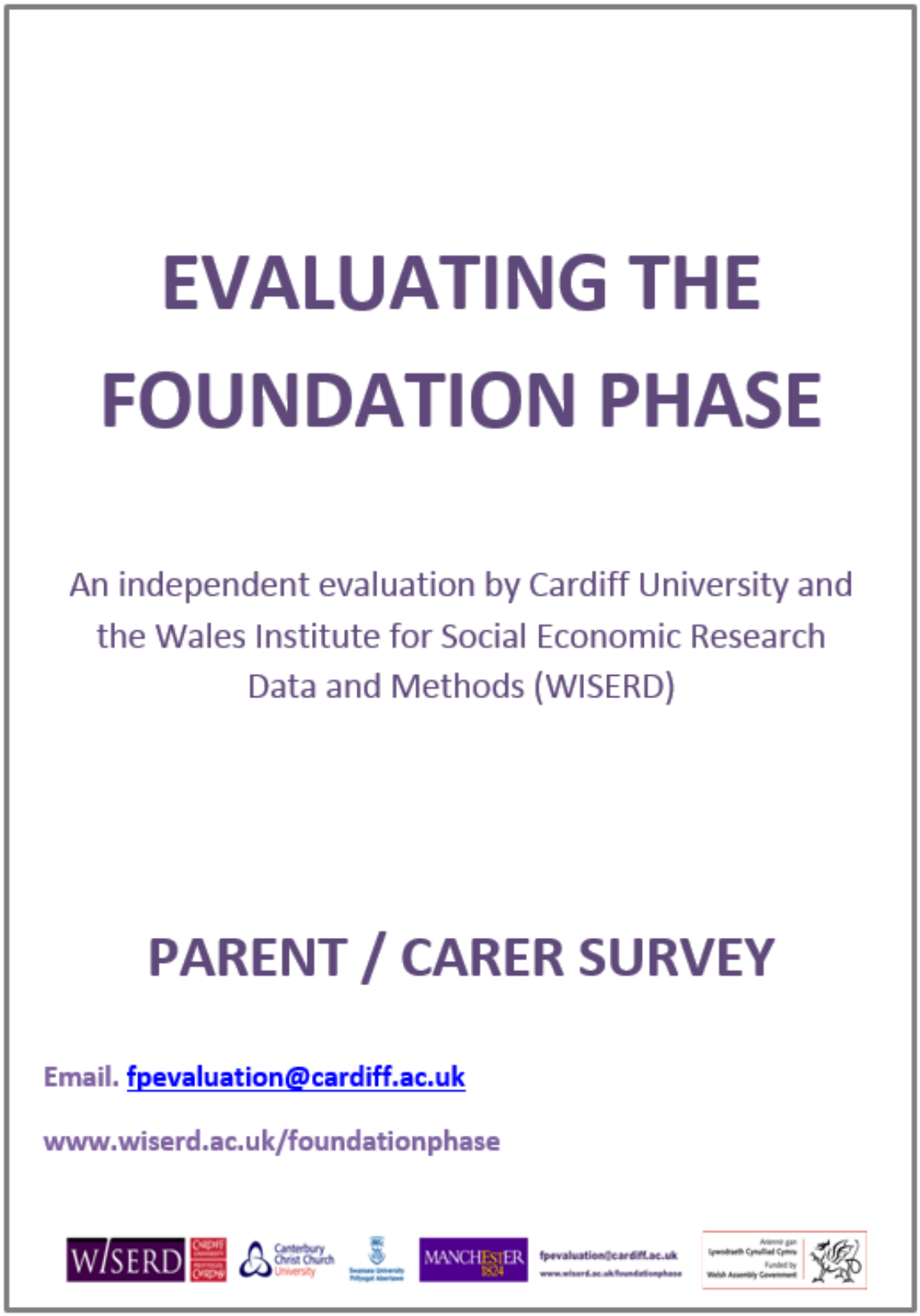
Yes ☐

No ☐

Maybe ☐

Thank you for helping us!

Appendix M. Foundation Phase Parent/Carer Survey



Evaluating the Foundation Phase – Parent / Carer Survey
Instructions to participants

Hello, and thank you for taking the time to look at this short questionnaire ☺

This has been sent home with your child because Cardiff University and the Welsh Government would like to know what parents/carers think about the Foundation Phase, which is the name given to the first few years of primary school education in Wales (for children aged 3-7).

The parents/carers of Foundation Phase children attending this school have been chosen completely at random to take part in this research, along with the parents/carers of Foundation Phase children attending 40 other randomly chosen schools across Wales.

The questionnaire will take approximately **10 minutes** to complete. You can either return it to your child's school or to Cardiff University using the pre-paid self-addressed envelope. If you complete the survey you will be entered into a prize draw. The winner will receive a 7" Tablet (Acer). There are also a further five prizes of book vouchers each worth £10 up for grabs! If you would prefer to complete this questionnaire by telephone, please call 029 208 70940.

Please only complete and return *one* survey by **December 13th, 2013**, even if you have received multiple copies. **Thank you**.

If you would like to be entered into the prize draw to win the 7" Tablet or book vouchers, please write your *full name* below.

(Your name will not be used for any other purpose other than for participation in the prize draw.)

Full Name: ……

SECTION A: Your son(s) or daughter(s) currently in the Foundation Phase

1. Have you received any information about the Foundation Phase, and if so where from? *(please circle all that apply)*

None School letter/leaflet School website Event organized by school

Talking to school staff Friends and/or Relatives Your children

Council website Council letter/ leaflet Welsh Government guide

Welsh Government website News Internet Search

Other (please specify) ……

……

2. Here is a definition of the Foundation Phase taken from Welsh Government documentation:

> *'The Foundation Phase is a developmental curriculum for 3 to 7-year-olds in Wales.'*
>
> *'The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.'*
>
> *'Your child will be given opportunities to explore the world around them and understand how things work by taking part in practical activities relevant to their developmental stage.'*

To what extent were you aware that this is what the Foundation Phase is?

Please tick one answer (✓)

I was aware of the Foundation Phase but I didn't know what it was	
I knew a little bit about it	
This is what I understood it to be	
This is not what I thought it was	
I wasn't aware of the Foundation Phase	

3. Would you have liked more information about the Foundation Phase, and if so where from? *(Please circle all that apply)*

School letter/ leaflet *School website* *Welsh Government guide*

Welsh Government website *Presentations* *Video Clips* *eNewsletter*

Event organized by school *Talking to school staff* *e-mail*

I was provided with enough information

Other (please specify) .....

.....

4. What language is spoken at home?

	(✓) *Please tick one answer*
English	☐
Mostly English, sometimes Welsh	☐
Welsh and English equally	☐
Mostly Welsh, sometimes English	☐
Welsh	☐
Other language(s) (please specify)	☐

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5. The aim of introducing the Foundation Phase in 2008 was to change the way children aged 3 to 7 were taught in school.

Below are a series of statements about the education of 3 to 7 year olds in Wales. For each one, please circle a number from 1-5, depending on how strongly you agree or disagree with each statement.

	Please circle one number					
	Strongly Agree		Neutral		Strongly Disagree	Q.6
Their education should be practical and 'hands- on'	1	2	3	4	5	
Their education should include the outdoors	1	2	3	4	5	
Their education should be varied and interesting	1	2	3	4	5	
Teachers should give them choice in their learning	1	2	3	4	5	
They should be encouraged to learn at their own speed	1	2	3	4	5	
It is good to have several teaching assistants in the classroom so that children can work in small groups	1	2	3	4	5	
Their classrooms should offer a variety of different learning environments	1	2	3	4	5	
Their education should be physically active	1	2	3	4	5	
Their education should ensure they learn a broad range of skills	1	2	3	4	5	
Their education should encourage them to explore and investigate	1	2	3	4	5	

6. Please return to previous table (Question 5) and tick (✓) what <u>you think</u> are the three most important considerations for the education of 3 to 7 year olds in the column marked 'Q.6' *(please only tick up to <u>three</u> statements).*

7. Now, thinking about your youngest child currently attending this school, please answer the following questions.

Please circle the most appropriate answer for each question

How old are they?	*3 4 5 6 7*
What month were they born?	*Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec*
Which year group are they in at school?	*Nursery Reception Year 1 Year 2*
Is their class mixed aged groups?	*Yes No Unsure*
Are they male or female?	*Male Female*

8. Is your child entitled to Free School Meals (even if they don't receive them)?

(✓) *Please tick one answer*

Yes ☐

No ☐

Unsure ☐

9. Still thinking about your youngest child currently attending this school, please indicate on a scale of 1 to 5 how strongly you agree or disagree with the following statements:

Please circle one number

	Strongly Agree		Neutral		Strongly Disagree
They were helped to settle in well when they started at the school	*1*	*2*	*3*	*4*	*5*
They are making good progress at this school	*1*	*2*	*3*	*4*	*5*
They like this school	*1*	*2*	*3*	*4*	*5*
They are cared for at this school	*1*	*2*	*3*	*4*	*5*
The teaching is good	*1*	*2*	*3*	*4*	*5*
The school ensures that all of their educational needs are provided for	*1*	*2*	*3*	*4*	*5*

10. Still thinking about your youngest child, how satisfied or dissatisfied are you with their experience of the Foundation Phase in this school?

Please circle one answer

Very satisfied	*Fairly satisfied*	*Neither satisfied nor dissatisfied*	*Fairly dissatisfied*	*Very dissatisfied*

SECTION B: Older brother(s) or sister(s)

11. Do you currently have a child in Year 3 (aged 7/8) or Year 4 (aged 8/9) attending this school?

(✓) *Please tick one answer*

Yes ☐

No ☐

If Yes, please answer the questions below. *If No,* please go to Question 12.

a) Thinking back to when your child started in Year 3, do you think they settled in well?

(✓) *Please tick one answer*

Yes ☐

No ☐

Not Sure ☐

You can explain your answer here if you want: ……
……
……

b) Did you notice any differences in the way they are or were taught compared to when they were in Year 2 (aged 6/7)?

(✓) *Please tick one answer*

Yes ☐

No ☐

Not Sure ☐

- *If Yes*, please indicate whether you think the following have increased, decreased or remained the same.

(✓) *Please tick one answer for each question*

	Increased	Same	Decreased	Don't know
Amount of work				
Amount of homework				
Amount of reading				
Amount of writing				
Amount of maths				
Amount of testing				
Difficulty of work				
Difficulty of homework				
Enjoyment of learning				
Number of teaching assistants				

c) Last year, reading and maths tests were introduced for Year 2 pupils across Wales. If your child was in Year 2 last year, were you happy for them to do these tests?

Please circle one answer

Yes, very happy	*Yes, happy*	*No, unhappy*	*No, very unhappy*	*Not sure*
My child wasn't in Year 2		*I wasn't aware my child did the tests*		

You can explain your answer here if you want to:

……

……

……

12. Do you have any children who were born before 1st September 2004 and who attended this school?

(✓) *Please tick one answer*

Yes ☐

No ☐

If Yes, please answer the question below.

- Thinking about your child(ren) born before 1st September 2004 do you think the education they received during their infant years (between the ages of 3 and 7) was any better or worse than the education your child(ren) who is currently in their infant years are receiving?

Please tick one answer (✓)

Much better (my older children's education was much better)	
Better (my older children's education was slightly better)	
The same	
Worse (my younger children's education is slightly better)	
Much worse (my younger children's education is much better)	

You can explain your answer here if you want to:

……

……

……

……

This is the end of the survey. Thank you for participating ☺

Appendix N. Year Three Teacher Interview Schedule

Year 3 Teacher Interview Schedule

Name of school:	**Date:**	**Contact:**
Time Stamp	**Questions**	**Probes and Extra Responses**
	Background Information	
	Gender: Male ☐ Female ☐ 1. How many years have you been teaching in total? 2. How many years have you been teaching year 3? 3. How many years have you taught in other years? Nursery ☐ Reception ☐ Year 1 ☐ Year 2 ☐ Year 4 ☐ Year 5 ☐ Year 6 ☐ Secondary ☐ Other ..... 4. - How many children and adults in your class? - Mixed? - One/two/three form entry? - Name of Year 2 teacher? - Primary or Junior school?	+ State the following questions will be about that class they're teaching now.

Knowledge + Understanding of the Foundation Phase		
	5. How familiar are you with the Foundation Phase pedagogy?	*Circle if they mention …* Very A bit Not very Not at all
	6. When the Foundation Phase was first introduced, what were your initial thoughts?	*Circle if they mention …* Really looking forward to it Looking forward to it No opinion Not looking forward to it Really not looking forward to it Some concerns/ uncertainty
	7. In your opinion, what is the Foundation Phase? - how is it different to KS1?	*Circle if they mention …* child centred child initiated fun play – based developmentally appropriate experiential practical holistic out doors active learning varied Additional practitioners

Training		
	8. Did you receive any Foundation Phase related training? Yes ☐ When? Provided by school/LA? No ☐ Do you feel you would have benefitted from some?	
	9. Do you get any opportunities to visit Foundation Phase classes in your school?	*Circle if they mention …* Yes classroom observations gain practical experiences share best practice No
Change in Year 3 children		
	10. Has the Foundation Phase prepared children for KS2? - Compared to KS1? - Different skills?	
	11. Do you think the Foundation Phase has had an effect on any aspect of a child's schooling?	attendance behaviour (in/out of class) wellbeing (social/ emotional) involvement academic ability (LNF/ other subjects) confidence/ independence attitude to learning Concentration

Transition		
	12. Have there been any challenges in ensuring a successful transition for children moving up from year 2 to year 3? Yes ☐ No ☐	*Circle if they mention …* developmental behavioural attainment support from senior management team support from FP team whole school? share planning/ ideas/ resources
	13. What strategies do you employ within your class / the school to support transition from year 2 to year 3?	*Circle if they mention …* additional support AP moves up with the children adaption of pedagogy discussion with Year 2 teacher
	14. What are the main challenges of teaching in Year 3?	*Circle if they mention …* no AP no outside space resources (lack of?) space (lack of?) children's basic skills (lack of?) behaviour
Location + Resources		
	15. Where is the year 3 classroom situated within the school? - If junior school, how far away from infants?	*Circle if they mention …* near FP 'unit' separate building junior unit separate school
	16. Has the Foundation Phase meant a change in your class's resources?	*Circle if they mention …* Staffing? Funding? Materials?

Assessment and KS2 Outcomes		
	17. How does the End of Foundation Phase Assessment inform your practice?	*Circle if they mention …* accurate measure? useful? altered how they prepare for transition?
	18. Do you think the Foundation Phase is having, or will have, any impact on KS2 outcomes?	*Circle if they mention …* similar to KS1 but via different means? better worse
	19. Do you think the Foundation Phase has had an effect on children's literacy and numeracy skills?	*Circle if they mention …* better worse no difference
Overall judgement of impact of FP		
	20. All things considered, do you think the FP has been a good thing?	

Appendix O. Information and Consent Details for Parents/Carers in Case Study Schools (Stage III)

Launa Anderson (Welsh Government Project Manager) Senior Research Officer
Knowledge and Analytical Skills
Welsh Government
Cathays Park
Cardiff, CF10 3NQ

Tel: 029 2082 5274
Email: launa.anderson@wales.gsi.gov.uk

Professor Chris Taylor
WISERD
46 Park Place
Cardiff University
Cardiff, CF10 3BB

Tel: 029 208 76938

Email: TaylorCM@cardiff.ac.uk

6th January 2014

Dear Parent/ Carer

Your child's school has kindly agreed to take part in a Welsh Government funded research project evaluating the Foundation Phase. This is happening in a number of randomly selected schools across Wales.

This letter explains what will be happening and aims to help you decide whether you are happy for your child to take part.

The research team wish to find out what children think about what they do in school by holding a focus group discussion with a small number of Year 2 children, followed by some fun peer collaboration activities. What this would mean for your child is that he/ she would spend approximately 45 minutes with a group of 5 other children discussing what they do in their learning environment and completing three quick activities.

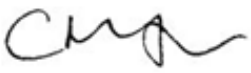
The session will be informal in nature and it will take place in a school space that is familiar to them.

The session will be video recorded, mainly so the researchers can watch it back and make notes on what happened. The data may also be used for dissemination and other forms of communication in relation to the findings of the project. The researchers have worked in many schools before, and have of course satisfied the required Criminal Records Bureau checks.

If you require any further information about the project please find an information sheet attached to this letter. You can also contact the research team using the contact information on the top of this letter.

Please complete the consent slip and give it to a member of staff if you are happy for your child to take part in the research.

Kind regards,



Professor Chris Taylor

Foundation Phase Evaluation

Information for parents / carers

The Welsh Government has asked Cardiff University and the Wales Institute for Social and Economic Research Data and Methods (WISERD) to evaluate its flagship education policy - the Foundation Phase. The Foundation Phase has been 'rolled out' over recent years so that now it includes all 3-7 year olds in Wales.

There are four main aims of the evaluation (which will run August 2011 to August 2014):

1. To evaluate how well the FP is being implemented and highlight ways in which improvement can be made (the *process evaluation*);
2. To evaluate what impact the FP has had to date (the *outcome evaluation*);
3. To assess the value for money of the FP (the *economic evaluation*);
4. To put in place an evaluation framework for the future tracking of outputs and outcomes of the FP (the *evaluation framework*).

Part of this research will involve working with a number of randomly selected schools and talking to Year 1 and Year 2 children about their experiences at school.

The aim of this research is to try to understand the ways in which the Foundation Phase is being delivered by teachers and how children experience the Foundation Phase. It is important to stress that the research will not focus on individual children, but rather, on classes as a whole.

This research has been approved by the Cardiff University School of Social Sciences Ethics Committee.

For more information please contact:
WISERD
46 Park Place
Cardiff CF 10 3BB
Wales

Email. fpevaluation@cardiff.ac.uk
Tel. 029 2087 70940
Fax. 029 2087 6318
www.wiserd.ac.uk/foundationphase

Cardiff University Research 'Opt-In' Form

Please tick the box below if you are happy for your child to take part in the Year 2 activities described above. Complete this slip and return it to a member of staff.

I hereby declare that I **am happy** for my child to participate in group work with researchers from Cardiff University for 15 minutes. ☐

I hereby declare that I **am happy** for the group work to be video recorded and that the data might be used for dissemination purposes in relation to the project's findings. ☐

I understand that I am able to withdraw my child's participation in the project at any time (including after the project has ended). ☐

Parent / carer Name .....

Parent / carer Signature .....

Child's Name(s) .....

Child's Class .....

Appendix P. Year Two Child Activities (Stage III)

General Notes

- Switch camera off after each activity, then back on for next activity.
- Camera person keeps track of timing.
- Don't spend too long asking children why they did activity in certain way.
- Try to stick to time limits.
- Read instructions for each activity for consistency.
- Try not to intervene/make suggestions, just keep order!
- Researcher repeat what children say to ensure video picks up audio.
- Seat boy/girl, boy/girl.

Welcome and Ground Rules (2 minutes)

- Introductions and thank you.
- We will be doing a few activities together and video-recording, so it is important the camera can only hear one person at a time. Listen to each other and only one talking at a time.
- Just ask if you don't understand anything.

Year Two Focus Group Prompts (20 minutes as a group)

- Can you describe to me what sorts of things you do in a normal day in Year 2? (e.g. yesterday, morning /afternoon, indoor outdoor, my time/play).
- What are the different areas of your classroom? (and outside).
- How does your teacher (and APs) help you learn about new things?
- How do you learn to read? Do you like reading?
- How do you learn to write? Do you like writing?

- How do you learn about numbers? Do you like number work?
- What's the best thing about being in Year 2? What's the hardest?

Sorting Activity (5 minutes as a group)

Read instructions, keep children calm, track 3 minutes, when 2.5 minutes ask children to finish task and agree on decision, ask children to explain their categories – briefly. If completed quickly, ask children to re-sort.

- Here are a collection of random objects. Please work together to sort the objects into the three circles. Objects that you think go together should go in the same circle. Objects that you're not sure about can be left to one side. You can do this any way you wish, but you need to work as a group. Please talk to each other and discuss your ideas.

Diamond Ranking (5 minutes as a group)

Read instructions, keep children calm, track 3 minutes, after 2.5 minutes ask children to finish task and agree on decision, ask children to explain their ranking – briefly.

- This activity is about the value of money. Is it that important?
- Here are a number of statements about money (read each one aloud).
- I'd like you to work together as a group to decide what is most important and least important. The most important statement goes at the top of the diamond (show), and the least important statement goes at the bottom (show).
- You can do this however you want, but you need to work as a group.

Teddy Activity (2 minutes on their own)

Read instructions, keep children calm, track 2 minutes

- I want to give a child in nursery a present for their birthday.
- I bought this teddy, but I think it might be a bit boring to play with.
- I'd like each of you to come up with an idea of how you could make it more fun for a child in nursery to play with.
- You can have a quick touch each now while you're thinking.
- Please keep quiet, and have a think in your head what you could do to make it more interesting for a child in nursery to play with

Animal in the Box (5 minutes)

Read instructions, keep children calm, track 5 minutes

- In this box, there is a toy animal. I know what kind of animal it is, but you don't.
- I'd like you take in turns asking questions to help find out what is in the box. You have 4 questions each and then I will ask each of you what animal you think it is.
- I can only answer yes or no to your questions, so choose your questions carefully.
- Please don't talk over each other.
- You can start with your first question …