



Welcome to the Early Years Foundation Stage at Morna International College

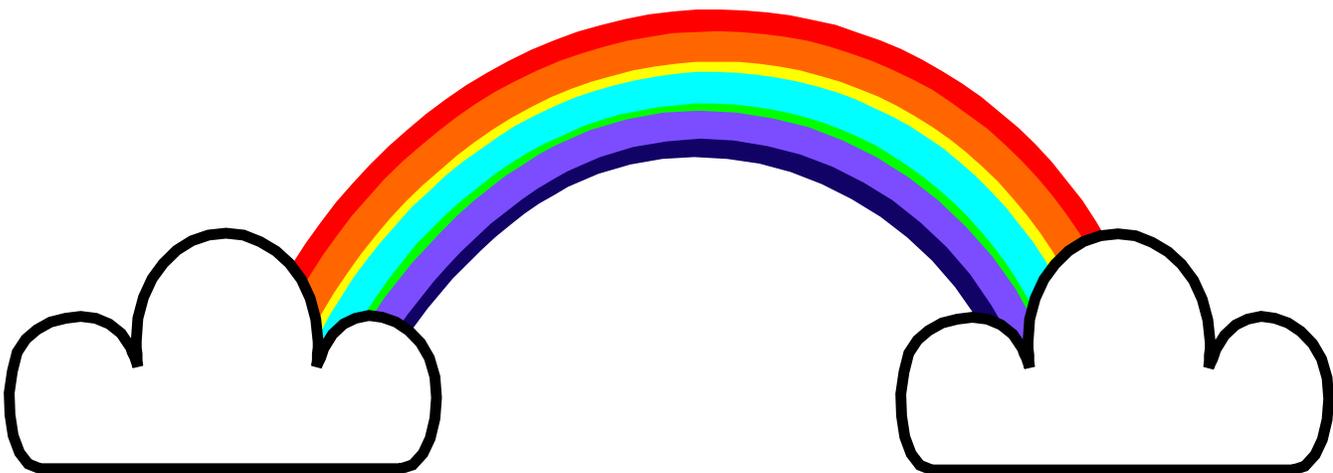
We very much hope that you and your child will enjoy your time at

MORNA INTERNATIONAL COLLEGE.

Your child is at a crucial stage in his/her development with research showing that children learn more rapidly in the first seven years of life than at any other time. It is therefore important that the children are given every opportunity to fulfil their potential. As a parent you play a vitally important role. We in the Foundation Stage hope to play our part by offering your child a variety of experiences and activities designed to further their individual development.

We hope that your child discovers that learning can be an enjoyable and worthwhile process.

This prospectus is intended to give you some general information but please do not hesitate to contact us if you have any queries or concerns.



All About Us

The Early Years Foundation Stage (EYFS) is led and managed by Sian Griffiths, who is part of the College's senior leadership team. All enquiries regarding the care, guidance and educational provision within the EYFS will be addressed by Sian. Sian is also the teacher of one of the Reception age classes. The EYFS team for the 2016-17 academic year is:

Alexis O'Halloran - Nursery teacher

Amy Earnshaw - Reception teacher

Learning Support Assistants – Diane Hendon, Emma Dolen, Sophie Eddis-Webb, Olivia Mari Royds

Specialist Spanish, Music and Sport teachers are also timetabled to teach children in the EYFS.

We can be contacted in the same way as the school. Our Contact Details are:

Morna International College

Apartado de Correos 333

Santa Gertrudis

07814

Ibiza

Spain

Tel: 0034 971 197672

Fax: 0034 971 197251

Email: www.mornainternationalcollege.com

info@micibiza.com

Our Aims

Whole College aims:

Morna is a progressive, academic and creative school which aims to retain the essence of Ibiza. It creates a safe environment where children feel inspired to learn and take advantage of their natural surroundings in a unique international family.

Our pupils are:

Motivated Organised Resilient Nurtured Achievers

The EYFS of Morna International College aims to:

1. Provide a safe and stimulating environment in which children feel happy and secure.
2. Encourage the emotional, personal, social, physical, creative and intellectual development of the children.
3. Encourage positive attitudes to self and others and develop confidence and self-esteem.
4. Create opportunities for play.
5. Encourage children to explore the World.
6. Provide opportunities to stimulate interest and imagination.
7. Extend the children's abilities to communicate ideas and feelings in a variety of ways.

Morna International College promotes equal opportunities for all.

Admissions Policy

Regardless of their educational experience up to the point at which they are admitted, or their rate of progress following admission to our school, it is School Policy that students enter and remain in the school year group that reflects their age and the date of birth between 1 September, and 31 August of the following year.

Children entering before their 3rd birthday will remain in the Nursery Class for 2 years.

It is the school's experience and belief that, even if the student appears to stand above or below the academic level of the year group into which he or she is due to be entered or of which they are already members, it is in his or her wider educational, as well as social, interests to learn in an environment with other children of similar age. Thereby, the teacher may more easily identify the student's strengths and weaknesses and take the necessary measures to ensure his or her individual needs are met: as a mixed ability school, differentiation within year groups plays a key part in our teaching and learning.

Children usually enter the Nursery at a suitable point after their third birthday and when they are toilet trained.

When children turn four during the academic year, they automatically move to the Reception Class in September. The students in the Reception Class turn five during the academic year and in Year 1 they have their sixth birthday.

Prospective and current parents are welcome to seek further information on and advice about this policy from the Headteacher.

When does school start and finish

The doors are opened at 08.50 hours and the children are received in the classroom, where they can be left if they are settled. Activities are laid out to welcome them into the classrooms. Before this time the teachers are busy setting up and preparing for the day.

The doors are locked at 09.10 when children are called to the carpet to begin the school day.

If children were to become distressed in the early days, we would contact the parents.

We ask everyone to be punctual as arriving late is bad for the children. They miss the introduction to the day and it disrupts the class and the lessons.

For security reasons we ask that it is always an adult who brings your child to Nursery. Please do not send them with older brothers and sisters.

What to do if you arrive late. Doors open again at 10.00 for children arriving late due to Doctors appointments etc.

Morning break is from 10.30 – 11.00

Children are collected between 15.00 and 15.30

The spaces in between activities:

Every morning the children gather and eat the fruit & drink they have brought in from home. Water is also freely available throughout the day and they are encouraged to help themselves. We explain how important it is to drink lots of water.

The children then go out to play.

We make sure there are adequate members of staff each day to care for the children outside. The other class teachers and Learning Support Assistants are always around in the classrooms and on site to provide back-up cover at this time of day.

Lunch is from 12.10 – 12.45 Reception and 12.15-12.45 Nursery

The menus are sent to parents via email each month and also displayed on the classroom door.

After eating lunch we have a playtime: Lunchtime play is from 12.45-1.20.

The same care is provided as at morning play. Also at this time another rota system is in place to ensure the classes have one of their LSA staff on site backing up the staff on duty outside and checking classrooms.

Children are given rice cakes in the afternoon.

The end of school day:

MIC EYFS finishes at 15.00 – 15.30 hours.

This is earlier than the primary and secondary classes.

We ask parents to phone if for some reason they are running late.

If another adult is collecting your child, please ensure you have informed the teacher beforehand.

We ask that there be consistent care taken of the equipment and site after the children are collected.

We ask that all parents and children leave the setting including the outside area once their child has been collected as preparation for the next day often takes place during this time.

We keep the children in the Story Corner until the Parent or Carers arrive.

How often does my child come to school?

Your child is enrolled in School for 5 days per week and regular attendance is expected for the purposes of continuity and progression. If you know in advance that your child will not be attending school, eg; you are going away on holiday, please try to let the staff know in advance.

We would, however, encourage you as much as possible to arrange any absences during school holidays.

If you are ill or unable to bring your child to school try to arrange for a relative or another parent to bring your child to school.

How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All areas of learning are implemented through a mix of adult led activities and child-initiated activities.

Communication and Language

Children develop their listening skills

Develop understanding

Develop clear speech

Physical Development

Gross and fine motor skills

In the classroom the children have use of the malleable area, mark making area and have pencil control activities.

Outdoor area provides opportunities for using a range of large and small equipment.

PE lessons: twice a week with Mary and Clare, covering; dance, gymnastics and games.

Weekly swimming lessons help develop practical skills such as dressing and undressing.

Personal, Social and Emotional Development

- Making friends
- Making relationships with adults
- Learning rules and daily routines
- Know what their own needs are
- Dress and undress independently
- Manage feelings and behaviour – tell the difference between right and wrong.
- Welcomes and values praise for what they have done

How can you help?

- Encourage your child to use the toilet independently, wash their hands, dress and undress themselves and put on their own shoes.
- Playing games which encourage taking turns and sharing.

Literacy

In Reception the children begin the Read, Write Inc. phonics programme.

The teacher keeps a record of the (child's) essential early literacy skills, including how many Key words students can read and spell, the letter names and sounds that they are able to identify and write, and their ability to segment and blend sounds within words to enable them to read and spell phonetically.

At the beginning and throughout the academic year students are assessed in reading to ensure that they are on the correct stage of the reading scheme. New students joining during the academic year are assessed in the first few days.

Throughout the year in Reception students also complete different writing tasks, moderated by class teachers. The information gained is used to highlight and outline the necessary targets / next steps to secure competence in writing.

Phonics

In the Reception class we use Read Write Inc. to learn the main sounds used in reading and writing. The children need to be fluent at saying the sounds that go with the letters.

Each sound is taught using a story, picture and physical movement.

The letters are taught in order. They have been carefully selected to help learning. The first six letters can be used to make simple words, e.g. 'sad' 'mat'

Alongside Read Write Inc, the children will learn high frequency words.

Reading

Children are taught to:

- Link sounds and letters. Using Read Write Inc.
- Segment sounds in words and blend them.
- Hear the word when an adult says the sound. C-a-t, S-a-t, F-i-s-h.
- Blending takes practice and the children will begin to blend sounds after the first six sounds have been taught.
- Read words and simple sentences.

Writing

Children are taught to:

- Trace and copy the letters in their names before they write from memory.
- Develop fine motor skills by cutting, sewing, colouring, writing in the sand and painting.
- Develop correct pencil grip.
- There are plenty of opportunities to encourage writing around the classroom including the writing table, shopping lists, name writing etc.
- As their knowledge of phonics increases, they will be able to write simple "CVC" words and simple sentences.

Literacy Homework

When they are ready the children will be given books to read at home.

Mathematical Development

This area of learning includes developing mathematical understanding through stories, songs, rhymes, games, everyday activities and imaginative play. The children enjoy experimenting and become confident, comfortable and curious about numbers, shapes, patterns and measures.

In the Nursery we work on:

- Sorting and matching
- Counting, say and use the number names in order 1-10
- Recognising numerals 1-10
- 2D shapes
- Weighing and balancing
- Creating simple patterns
- Days of the week

In the Reception class we work on:

- Counting, saying and using the number names in order 1-20
- Recognising numerals 1-20
- 2D and 3D shapes
- Measures, lengths and weights
- Money
- Time, days of the weeks, months of the year
- Addition and subtraction to 5, then to 10

We do this in various ways including:

- Giving children a variety of experiences to count, sort, match and order real objects
- Developing mathematical understanding through practical activities and first hand experiences
- Providing a meaningful context for maths e.g. stories, role play, real problems such as planning a party, cooking
- Making regular use of number rhymes and songs
- Developing children's use and understanding of mathematical language
- Sand and water play
- Building and construction
- Looking for numbers, patterns and shapes in the environment
- Developing a sense of time through daily routines
- Developing positional language through small world play, e.g. positioning furniture in the doll's house.

Topic Work

Understanding the world and Expressive Arts & Design

Topic Work takes place in the afternoons and helps:

- Develop skills in exploration, investigation, problem solving, discussion and decision making.
- Creative development covers art, music, role and imaginative play.
- Topic work is also linked to literacy and numeracy, and include aspects of science, history, geography and art.

Food & Drink

The school canteen sells a variety of hot food each day.

Lunch tickets should be bought from the office and given to the teacher at the start of the day. A copy of the menu can be found on the notice board. If your child is not buying school lunch please bring a suitable, healthy packed lunch.

The school provides drinking water. Each child should bring a drinking bottle on a daily basis.

During the morning break, children eat a fruit snack and rice cakes are given during the afternoon break. Children should provide a piece of fruit every day and 1 packet of Rice Cakes a week.

Each child should have a complete change of clothes in school every day. This can be kept in school with a packet of baby wipes.

Teachers and Parents

Parents receive a forward plan of the areas covered at the start of term.

Each week the teachers will display a brief outline of the work to be covered on the Parents Noticeboard. It is hoped that this will provide you with some discussion points with your child.

Assessment

In Nursery and Reception we use a means of assessment developed by the staff and used throughout the school year. The teacher's planning is based on observing the students in order to understand and consider their interests, development and learning. Observation describes the process of watching students, listening to them and taking note of what is seen and heard. Assessment is based on an analysis of observations from which we identify the student's requirements, interests, current development and learning. We can then plan for the next steps in development and learning.

Student Academic Records

Teachers maintain an online learning journal containing the assessment information gathered over the year.

The information contained in assessment folders is used for:

- Informing planning for each student
- Grouping children for English and Maths lessons
- Identifying children who have Special Educational need, require English as an Additional Language support, or a 'Gifted and Talented' challenge. The records also play an important role in ensuring students make a smooth transition from one year group to the next. The information is discussed in a meeting at the end of each year between a student's old and new class teacher.

Reporting to Parents

Formal written communication regarding a student's progress takes place two times a year in the following formats:

An Autumn Term Report

This is an interim report from the class teacher that communicates how the student has settled in to the new school year, both socially and academically.

End of Year Report

In addition to a further personal comment, Nursery teachers report on progress made in all areas. In Reception, this report includes a breakdown of each student's exact achievement in each subject.

Parent Conferences

Parents are invited to attend Parent Conferences with their child's teacher in the autumn and Spring Terms. They are also offered the opportunity to discuss their child's final report in the Summer Term.

Holidays

We recognize that there are times when you may have to take your child out of school for personal reasons or a family holiday. Please always inform us in writing in order that we can authorize the absence.

How is my child expected to behave in school?

As in every community it is necessary for the school to impose basic rules on behaviour. Certain rules regarding safety **MUST** be observed and **ALL CHILDREN** will be expected to follow them. Most rules serve two needs – they prevent your child from doing something undesirable and, in turn, protect him/her from having something unpleasant done in return.

Other rules will teach children the importance of using equipment correctly and some rules are concerned with common courtesies such as learning to share toys, co-operate with others etc.

Your child will soon learn what is and what not acceptable behaviour in school is.

What if my child misbehaves?

When your child starts in school he/she may find it difficult to adapt to the rules of the school and be unwilling to accept discipline. Physical force is never used to discipline a child. Our policy is to use praise and encouragement, while rewarding good behaviour. The sanction for unacceptable behaviour is time out from free play. If this is a regular occurrence with your child, you will be informed of this. It is hoped that by speaking to parents we can work out a solution to the problem.

More information on behaviour can be found in our Behaviour Policy.

What if my child becomes ill?

You will be asked at enrolment to provide us with some contact numbers which we can use in an emergency. If your child becomes ill or has an accident while attending school, we will contact you immediately by telephone. If there is no reply we will telephone your Emergency Contact Number. Please ensure that you inform the school office if any of the contact numbers change in the course of the year.

Health and Safety

Personal hygiene

It is extremely important that your child is fully toilet-trained before starting in Nursery.

Please also make sure that they can ask an adult when they need to use the toilet. Of course, accidents happen from time to time, so please keep a spare set of clothes on your child's peg.

Medical Forms

When your child begins school you will receive a questionnaire, which must be filled out, and will be kept in the personal file in the office. It is vital that the school is notified of problems such as asthma, epilepsy and allergic reactions to food or stings, and has updated emergency contact numbers. It is your responsibility to keep us informed of any changes so that our records can be updated. Any health information given is held in the strictest confidence and only shared with the staff responsible.

Medicines in School

No student may receive medication in school unless the class/form teacher has received a complete 'medicines in school' form from the parents or guardians. Forms are available in the office. You will appreciate that, as well as being important for the safety of the child, there are important insurance considerations for your own protection.

Accidents and Emergencies

In the event of your child suffering from an illness or being involved in a serious accident at school we will immediately attempt to contact you. In the event that we are unable to contact anyone at home, we will authorize any immediate treatment required.

Lost Property

Should items of clothing go missing, a Lost Property box is located outside the School Office. These containers are emptied at the end of every term. Named items are returned to their owners.

Teachers and Parents

We firmly believe that parents and teachers need to work together to provide the best education for pupils. We recognize that the process of learning starts long before school begins, and that the influence of home is an integral factor in the all-round development of a pupil. Young students need the interest, support and encouragement of both their parents and their teachers in order to develop the confidence to learn.

If you have a concern or worry about your child we shall make every effort to see you at a mutually convenient time.

We also communicate by email message. It is important to keep up to date with these.

Yours sincerely,

Sian Griffiths - Head of Early Years Foundation Stage

Adrian Massam - Headteacher