

2026/2027

Parent Information Handbook

EARLY YEARS FOUNDATION STAGE



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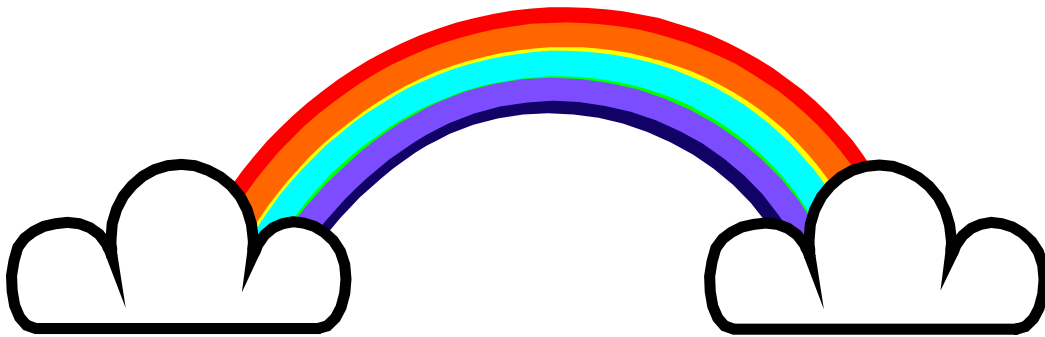
Updated by:
Siân Griffiths – Head of EYFS

Welcome to the Early Years Foundation Stage

(hereafter referred to as EYFS)

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

MORNA INTERNATIONAL COLLEGE



Your child is at an important stage in their development, during which the foundations for future learning, confidence and wellbeing are established. It is therefore important that children are given every opportunity to explore, learn and fulfil their individual potential.

Parents play a vital role in their child's development and learning. In EYFS, we aim to work in partnership with families by providing a wide range of engaging experiences and activities that support each child's individual development, encourage curiosity and help them develop a positive attitude towards learning.

Through purposeful play, exploration and interaction with others, children are encouraged to become increasingly independent, develop their confidence and discover the world around them. Morna's unique natural environment provides many opportunities for children to learn both inside and outside the classroom.

Above all, we want children to feel happy, safe and confident at School, and to discover that learning can be an enjoyable and rewarding experience.

This handbook is intended to provide parents with useful information about EYFS at Morna International College. Please do not hesitate to contact us if you have any questions or concerns.

All About Us

The Early Years Foundation Stage (EYFS) is led and managed by **Siân Griffiths**, who is part of the School's Senior Leadership Team. She is also the teacher of one of the Reception classes.

Parents should normally raise day-to-day questions or concerns with their child's class teacher in the first instance. Where a matter requires further discussion or cannot be resolved at class level, parents may contact Siân in her role as Head of EYFS.

The EYFS team for the 2026-2027 academic year is:

- | | | |
|------------------------------------|-----------------------|--------------------|
| • Pre-Nursery & Nursery Teacher | Emma Dolan | emmad@micibiza.com |
| • Reception Teacher | Amy Earnshaw | amy@micibiza.com |
| • Head of EYFS / Reception Teacher | Siân Griffiths | sian@micibiza.com |

Learning Support Assistants (LSAs) – **Marina González, Virginia Medina Torre, Anabel Hernández, Vanessa León García, Olivia Marí Royds, Melanie Tomlinson, Giorgia Jacks, Elena Carles Pires and Estefanía Contreras Navarro**

Spanish is taught by **Emilia García**, and specialist Sport teachers are also timetabled to teach children in EYFS.

The school contact details are:

Morna International College
Carretera San Miguel KM 3,5
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Our Aims

Whole School Aims

Morna International College is a progressive, academic and creative British International School, set within a unique countryside campus in the heart of Ibiza.

Since 1973, Morna has provided a safe and nurturing international environment where every child is inspired to learn, grow and achieve their full potential. Our diverse international community brings together students from more than 40 nationalities, creating an environment in which children learn from one another, develop a global outlook and benefit from the unique natural surroundings of Ibiza.

Education for life is at the heart of our approach. We aim to develop confident, curious and independent learners who are supported academically, socially and emotionally and encouraged to make the most of their individual abilities and opportunities.

Our Students are:

Motivated Organised Resilient Nurtured Achievers

Our Aims in EYFS

The EYFS at Morna International College aims to:

1. Provide a safe, nurturing and stimulating environment in which every child feels happy, secure and valued.
2. Support each child's individual development and encourage them to achieve their full potential academically, socially, emotionally, physically and creatively.
3. Develop confidence, independence, resilience, positive relationships and a strong sense of self.
4. Inspire curiosity and a lifelong love of learning through purposeful play, exploration and a balance of child-initiated and adult-led experiences.
5. Encourage children to explore, understand and learn from the world around them, making full use of Morna's unique countryside setting and natural environment.
6. Stimulate creativity, imagination, problem-solving and independent thinking through rich and varied learning experiences.
7. Develop children's communication and language skills, enabling them to express their ideas, thoughts and feelings confidently in a variety of ways.
8. Celebrate the different cultures, languages and experiences represented within our international community and encourage respect for others.
9. Provide strong foundations for each child's continuing educational journey and prepare them confidently for the next stage of their learning.

Admissions

Admission to EYFS is subject to the availability of places and the School being able to meet the individual educational, pastoral and welfare needs of each child.

The admissions process will normally include a meeting with the child and their parent(s), and families may also meet with the Head of EYFS before a place is confirmed. A formal trial morning is not normally required for children applying to EYFS, although an observation session or additional visit may be arranged where appropriate.

Full details of the School's admissions criteria, application process and arrangements are set out in the **Admissions Policy**, which is available on the School website. Regardless of their previous educational experience or rate of progress following admission, children normally enter and remain in the year group appropriate to their age, based on a date of birth between 1st September and 31st August of the following year.

Children normally join **Nursery** in September and complete two academic years in EYFS: Nursery followed by Reception.

It is the School's experience and belief that, even where a child may be working above or below the academic level typically expected for their year group, it is generally in their wider educational and social interests to learn alongside children of a similar age. This also enables teachers to identify each child's individual strengths and areas for development and to provide appropriate support and challenge. As a mixed-ability School, differentiation within year groups plays an important part in our teaching and learning.

Pre-Nursery Admission

Morna also offers an earlier entry option for children born between **1st September and 31st December**.

If parents wish their child to start School earlier, these children may join Pre-Nursery before their third birthday, during the academic year in which they turn three. They remain in Pre-Nursery for that academic year, progress to Nursery the following September and then to Reception the September after that. They therefore complete **three academic years in EYFS: Pre-Nursery, Nursery and Reception**.

For example, a child born in September, October, November or December may start in Pre-Nursery before turning three and celebrate their third birthday during the Autumn Term.

Pre-Nursery is an **optional earlier entry route**. Parents may instead choose to wait until the following September, when their child will join the Nursery class directly and complete two academic years in EYFS: Nursery followed by Reception.

Children born between January and August would normally join Nursery directly in September and complete two academic years in EYFS.

Morna International College promotes equal opportunities for all.

School Uniform

Children in EYFS are expected to wear the correct Morna International College uniform. All uniform and PE kit should be clearly labelled with the child's name.

The EYFS uniform consists of:

- A white Morna polo shirt (short or long sleeved)
- A red Morna cardigan or zip-up jumper
- Navy blue school trousers or shorts
- A red gingham dress during the summer months (April to October) or a navy-blue pinafore dress during the winter months (November to March)
- Plain white, navy blue or red socks (or tights, where worn)
- Navy blue, black or white shoes, boots, sandals or trainers
- An official Morna gilet may be worn during cooler weather

Flip-flops, sliders, backless shoes and beach footwear are not permitted.

Nursery children may wear the Morna PE kit every day if parents feel this is the more practical option. Reception children wear school uniform on three designated days each week and the Morna PE kit on their two designated PE days. Children do not need to change for PE during the school day.

The EYFS PE kit consists of a blue Morna PE T-shirt, Morna shorts, skort or leggings, trainers and a school cap. A Morna tracksuit is recommended during the cooler months. For swimming sessions, children should bring a swimming cap, swimsuit, flip-flops and towel, as well as their school sports uniform.

Parents and carers are asked to ensure that children arrive at School wearing clean, correctly fitting uniform and suitable footwear. Children with long hair should have it tied back throughout the school day.

Full details of the School's uniform and appearance requirements can be found in the **School Uniform, Appearance & Sixth Form Dress Code Policy**.

Attendance and Punctuality

Regular attendance and punctuality are important in EYFS, as consistent routines help children to settle, participate fully in learning and feel secure within the school environment.

Parents should inform their child's teacher directly if their child is going to be absent from school. Where an absence is planned, parents should notify the teacher in advance.

Children should arrive at school on time. The EYFS doors open at 08:50 and close at 09:10. If a child arrives after this time, parents must wait until the doors reopen at 10:00 before bringing their child into EYFS. This helps to avoid disruption to teaching and learning once the school day has begun.

Parents are therefore asked to ensure that children arrive within the normal arrival period wherever possible.

Educational Visits

Children in EYFS may occasionally take part in age-appropriate educational visits and activities away from the School campus as part of their learning. All visits are appropriately planned and supervised, with suitable staffing levels in place to ensure the safety and wellbeing of the children.

Parents provide general permission for educational visits as part of the admissions process when their child joins the School. Therefore, separate consent is not normally required for individual visits. Parents will be informed in advance of planned visits and provided with any relevant information.

Further information can be found in the School's Educational Visits Policy.

Safety, Security and Collection

The safety and security of children in EYFS is of the highest importance. Children must be brought to and collected from the designated EYFS entrances by a parent, legal guardian or other authorised adult.

Children will only be released to adults who have been authorised by their parent or legal guardian. If someone different is collecting a child, parents must inform the child's teacher in advance. Children will not be released to an unauthorised person.

Parents and visitors must always follow the school's access and security procedures and should not allow other individuals to enter the school site or EYFS area when entering or leaving.

If there is any uncertainty regarding collection arrangements, the child will remain safely in the care of the school until the arrangements have been confirmed with a parent or legal guardian.

Playtimes and Lunch

Each morning, the children gather together to eat the fruit and drink they have brought from home. Water is freely available throughout the day, and children are encouraged to help themselves and to understand the importance of staying well hydrated.

Following the morning fruit break, the children go outside for playtime. Appropriate staffing levels are maintained during playtimes to ensure that children are properly supervised. Class teachers and Learning

Support Assistants are also available in the classrooms and on site to provide additional support and cover where required.

Lunchtime

Lunch takes place from 12:20 to 12:50 in the dedicated EYFS dining area, providing a calm, familiar and age-appropriate environment for our youngest children.

At Morna, we believe that healthy eating plays an important part in children's wellbeing, learning and development. Meals are freshly prepared each day in our own School kitchens using high-quality ingredients, with menus carefully designed to provide a varied, balanced and nutritious diet.

Our kitchen team works alongside a qualified dietitian to develop menus that are both nutritious and enjoyable, introducing children to a variety of freshly prepared dishes and encouraging positive eating habits from an early age.

Our commitment to healthy eating also extends to the Morna Garden Project. EYFS children regularly visit the School garden and our Morna Chicken Palace, where they can see first-hand how fruit and vegetables are grown, visit the chickens and begin to understand where some of our food comes from. These experiences provide valuable opportunities for learning outside the classroom and help children develop an early appreciation of healthy eating, nature and the environment.

Monthly lunch menus are sent to parents by email and are also displayed in the EYFS area.

After lunch, children have lunchtime play from 12:45 to 13:20. As with morning playtime, appropriate supervision is provided. A staff rota ensures that support staff remain available on site to provide additional cover and check the classrooms as required.

End of the School Day

The EYFS collection period is from 15:10 to 15:30. Parents may collect their child at any time during this 20-minute window. EYFS finishes earlier than Primary and Secondary.

If, for any reason, a parent is going to be late and unable to collect their child by 15:30, they should telephone or email the School as soon as possible.

Once children have been collected, parents are asked to ensure that they are appropriately supervised and that School equipment and the EYFS environment are treated with care.

All parents and children should leave the EYFS setting, including the outdoor areas, by 15:30, as staff use this time to prepare the environment for the following day.

How will my child be learning?

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

Children learn new skills, acquire knowledge and demonstrate their understanding through seven areas of learning and development.

There are three prime areas:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

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

Communication and Language

- Listening and Understanding
- Children develop their communication and language skills by watching, listening, imitating and joining in with rhymes, stories and games.
- Through shared experiences, children are supported to respond appropriately to what is said, follow instructions and ask questions to clarify their understanding.
- Speaking

Children are encouraged to become effective communicators by hearing and using language throughout daily routines and through specific activities that focus on different types of talk.

Physical Development

- Children develop both gross and fine motor skills.
- In the classroom, children have access to the malleable and mark-making areas and take part in pencil-control activities.

The outdoor area provides opportunities for children to use a range of large and small equipment. Children have a PE lesson once a week, covering dance, gymnastics and games. Children also have weekly swimming lessons at the local pool from October to June. Children develop practical skills such as dressing and undressing, as well as learning about being healthy and safe.

Personal, Social and Emotional Development

Children are supported to develop their personal, social and emotional skills through:

- Making friends.
- Developing relationships with adults.
- Learning rules and daily routines.
- Recognising and communicating their own needs.
- Learning to manage their feelings and behaviour and understand the difference between right and wrong.
- Welcoming and valuing praise for their achievements.

How can you help?

Parents can support their child by:

- Encouraging them to use the toilet independently, wash their hands, dress and undress themselves and put on their own shoes.
- Playing games that encourage taking turns and sharing.

These prime areas are particularly important for children's development and future learning.

As children grow, the prime areas support their learning and development across four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Literacy

In Reception, children begin the Read Write Inc. phonics programme. Teachers keep a record of each child's essential early literacy skills, including the key words they can read and spell, the letter names and sounds 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 of and throughout the academic year, children are assessed in reading to ensure that they are at the appropriate stage of the Reading scheme. New children joining during the academic year are assessed within their first few days.

In the summer term, children also complete a writing task, which is moderated by class teachers. The information gained is used to identify appropriate targets and next steps to support their continued development in writing.

Phonics

We use Read Write Inc. to teach the main sounds used in reading and writing. Children learn to say the sounds associated with each letter fluently. Each sound is taught using a story, picture and physical movement.

Letters are taught in a carefully selected order to support learning. The first six letters taught, m, a, s, d, t and i, can be used to make simple words such as *sad* and *mat*. Alongside Read Write Inc., children learn high-frequency words.

Reading

Children are taught to:

- Link sounds and letters through Read Write Inc.
- Segment sounds in words and blend them together.
- Hear and identify a word when an adult says the individual sounds (for example, c-a-t, s-a-t and f-i-s-h).
- Blend sounds together once the first six sounds have been taught.
- Read words and simple sentences.

Blending takes practice, and children will begin to develop this skill after the first six sounds have been taught.

Writing

Children develop their fine motor skills through activities such as cutting, colouring, writing in sand and painting.

Children are supported to develop the correct pencil grip.

There are many opportunities to encourage writing throughout the classroom, including at the writing table and through activities such as writing shopping lists and practising name writing. As their knowledge of phonics increases, children begin to write simple consonant-vowel-consonant (CVC) words and simple sentences.

Literacy Homework

In Reception, once a group of six sounds has been introduced, parents are encouraged to practise these sounds with their child at home.

When they are ready, children are given books to read at home.

Mathematical Development

This area of learning develops children's mathematical understanding through stories, songs, rhymes, games, everyday activities and imaginative play. Children are encouraged to experiment and become confident, comfortable and curious about numbers, shapes, patterns and measures.

In Nursery, we work on:

- Sorting and matching.
- Counting, saying and using number names in order from 1 to 10.
- Recognising numerals 1 to 5.
- 2D shapes.
- Weighing and balancing.
- Creating simple patterns.
- Days of the week.

In Reception, we work on:

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

We develop these skills in a variety of ways, including:

- Giving children opportunities to count, sort, match and order real objects.
- Developing mathematical understanding through practical activities and first-hand experiences.
- Providing meaningful contexts for Maths, for example through stories, role play and real-life problems such as planning a party or 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, for example by positioning furniture in a doll's house.

Topic Work

Understanding the World and Expressive Arts and Design are often taught through a theme or topic.

Children are supported to:

- Develop skills in exploration, investigation, problem-solving, discussion and decision-making.
- Develop creative skills through art, music, role play and imaginative play.

Curriculum Information and Home Learning

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

In Reception, children also receive reading homework from Monday to Friday.

Assessment

In Nursery and Reception, we use a means of assessment developed by our staff and used throughout the School year. Teachers' planning is based on observations of children to understand and consider their interests, development and learning.

Observation involves watching children, listening to them and taking note of what is seen and heard. Assessment is based on an analysis of these observations, through which we identify each child's needs, interests, current development and learning. This information is then used to plan the next steps in their development and learning.

In Nursery, all children have a learning journal in which evidence of their learning and progress is recorded throughout the year.

Academic Records

Reception teachers maintain an assessment folder containing assessment information gathered throughout the year.

The information contained in these assessment folders is used for:

- Informing planning for each child.
- Grouping children for English and Maths lessons.
- Identifying children who have Special Educational Needs (SEN), require English as an Additional Language (EAL) support, or would benefit from additional challenge.

The folders also play an important role in supporting a smooth transition from one year group to the next. At the end of each academic year, the relevant information is discussed between the child's current and new class teachers as part of the transition process.

Reporting to Parents

Formal written communication regarding each child's progress is provided twice during the academic year in the following formats:

Autumn Term Report

This interim report provides an overview of how the child has settled into the new School year and their progress, both socially and academically.

End of Year Report

At the end of the Summer Term, parents receive a comprehensive report on their child's progress and development throughout the year.

In Nursery, the report covers the child's progress across the areas of learning within the EYFS. In Reception, the report provides an overview of the child's progress and attainment across the EYFS curriculum.

Parent Teacher Meetings

Parents are invited to attend Parent Teacher Meetings with their child's teacher during the Autumn and Spring Terms. These meetings provide an opportunity to discuss their child's progress, development and wellbeing, celebrate their achievements and consider any areas where further support may be beneficial. At the end of the Summer Term, parents receive their child's final written report and are offered the opportunity to discuss this with their teacher.

Special Educational Needs (SEN)

We recognise that some children may require additional support to access learning and participate fully in school life. We work closely with parents to identify individual needs and ensure that appropriate support is considered at an early stage.

Where a child has identified or emerging Special Educational Needs (SEN), they may be assessed by the School's SENCO to determine the nature and level of support required. Where a child's needs cannot be met through the support ordinarily available within EYFS, additional provision may be recommended. This may include individual (1:1) support or other additional specialist support, depending on the child's needs.

Where additional SEN provision is required, this may incur an additional charge to parents. Any recommended support and associated costs will be discussed with parents before arrangements are put in place.

Further information can be found in the School's **SEN Policy** and **Finance Policy**.

English as an Additional Language (EAL)

Children joining Nursery or Reception are not expected to have prior knowledge of English. In EYFS, children typically develop their English naturally through play, classroom routines, daily interaction and immersion alongside their peers.

Our EYFS team supports children's language development within the classroom and works closely with parents where additional language needs are identified. Parents are also encouraged to provide opportunities for their child to hear and use English outside of School where possible.

Further information can be found in the School's **English as an Additional Language (EAL) Policy**.

How is my child expected to behave in School?

As in any community, the School has clear expectations for behaviour. Certain rules relating to safety must be followed by all children to help ensure a safe and secure environment for everyone.

Other expectations help children learn to use equipment safely and appropriately, and to develop important social skills and common courtesies, such as sharing, taking turns, cooperating with others and showing consideration and respect.

Children are supported and encouraged to understand the School's expectations and will soon become familiar with what is and is not considered acceptable behaviour.

What if my child has difficulty with behaviour?

When children start School, they may sometimes find it difficult to adapt to new routines, expectations and boundaries. Our approach is to use praise and encouragement to promote and reinforce positive behaviour.

Where behaviour is unacceptable, an appropriate consequence may include time away from free play. If concerns about a child's behaviour become a regular occurrence, parents will be informed so that we can work together to understand the situation and agree an appropriate way forward.

Physical force is never used as a form of discipline.

Health and Medical Care

The health and wellbeing of children in EYFS is a priority. Parents must ensure that the school has up to date emergency contact details and is informed of any medical condition, allergy or other health need that may affect their child during the school day.

If a child is unwell and is not fit to participate fully in the school day, they should remain at home. If a child becomes unwell or has an accident whilst at school, appropriate first aid or medical care will be provided, and parents will be contacted where necessary. 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 over the year.

Parents must inform the school of any allergies, medical conditions or ongoing medication requirements. Children with significant or long-term medical needs may require an Individual Healthcare Plan to ensure that appropriate arrangements are in place. The School Nurse maintains relevant medical and medication records and ensures that appropriate staff are aware of a child's medical needs.

Any medication required during the school day must be provided to the school in accordance with the **First Aid & Medical Care Policy** and must not be sent into school with a child unless specifically authorised. In the event of a medical emergency, appropriate first aid will be provided, and emergency medical services will be contacted where necessary. No child experiencing a medical emergency will be left unattended. Further information can be found in the School's **First Aid & Medical Care Policy**.

Health and Safety

Personal Hygiene and Toileting

Children should be toilet-trained and able to communicate their toileting needs to an adult before starting Nursery. We recognise that occasional accidents are a normal part of early childhood, particularly when children are settling into a new environment.

Parents are therefore asked to keep a clearly labelled spare set of clothes on their child's peg so that they can be changed comfortably if necessary.

If a child has any individual toileting or personal care needs, parents should discuss these with the class teacher so that appropriate support can be considered.

Hot Weather and Sun Protection

During the warmer months, children spend considerable time learning and playing outdoors. Children should attend School wearing the appropriate **summer uniform**, as set out in the School Uniform, Appearance & Sixth Form Dress Code Policy.

Parents should ensure that their child comes to School with a clearly labelled sun hat and has sunscreen applied before arriving at School. Children should also bring a clearly labelled water bottle each day, which will be refilled regularly throughout the day.

Staff will encourage children to drink regularly and will ensure that outdoor activities are managed appropriately during periods of particularly hot weather.

Lost Property

A Lost Property box is located outside the School Office for any belongings that are found on the School premises. Parents are encouraged to clearly label all clothing and personal items with their child's name, as this helps us to return misplaced belongings promptly.

Named items will be returned to their owners wherever possible. Unclaimed items are cleared at the end of each term, so parents are encouraged to check Lost Property regularly if anything is missing.

Working in Partnership with Parents

We believe that a strong partnership between home and School is fundamental to a child's happiness, wellbeing and development. Parents know their children best, and by working closely together we can provide the support, consistency and encouragement that young children need to feel secure, develop confidence and thrive.

Learning begins long before a child starts School and continues beyond the classroom. We therefore value regular communication with parents and encourage families to share any information that may help us to understand and support their child.

If you have a question, concern or would like to discuss any aspect of your child's wellbeing, development or learning, please speak to their teacher. We will always make every effort to arrange a conversation or meeting at a mutually convenient time.

Email is also an important means of communication between the School and families. Parents are asked to check School emails regularly to ensure that they remain up to date with important information, events and notices.

We ask all members of our parent community to help us maintain a positive, respectful and safe School environment and to respect the privacy of all children, families and staff. This includes the appropriate use of photographs, videos and social media, particularly during School events and when on the School site. Further guidance is set out in the School's Parent/Carer Community Code and Privacy and Data Protection Policy, both of which are available on the School website.

We hope that this handbook has been helpful in providing you with a clear understanding of EYFS at Morna, what you and your child can expect, and how we will work together throughout these important early years.

Thank you for taking the time to read it and for being part of our School Community. The Early Years Foundation Stage provides the foundations for your child’s learning journey, and we look forward to working in partnership with you as they begin this important and exciting stage of their education.

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