



**SINCE 1973**

**Early Years Foundation Stage**

**Information for parents**

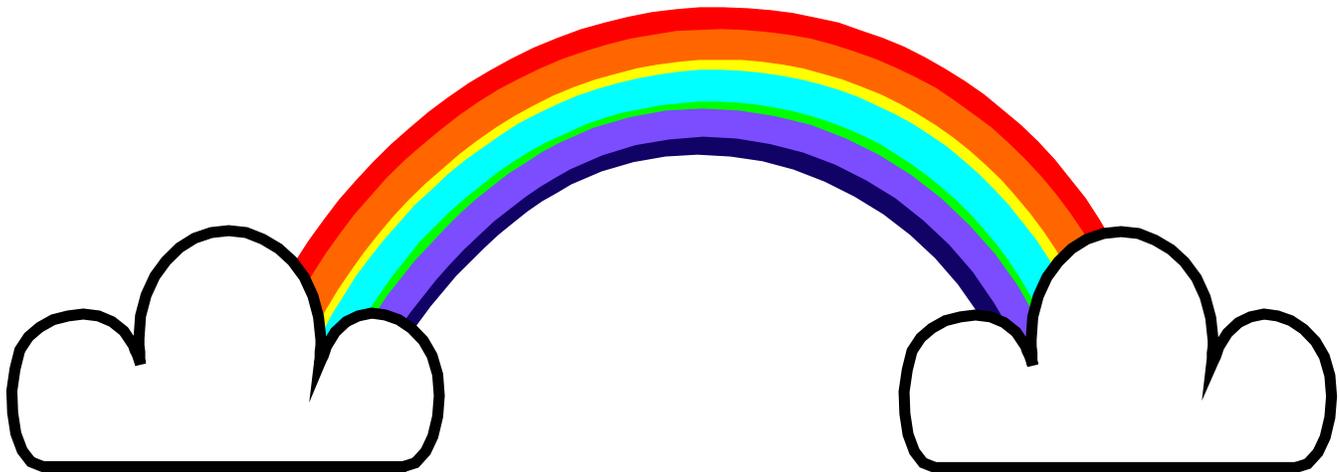
**2020-2021**



## ***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 2020-2021 academic year is:

Emma Dolan – Nursery teacher

Amy Earnshaw – Reception teacher

Sian Griffiths – Reception teacher

Learning Support Assistants (LSA) – Diane Hendon, Olivia Mari Royds, Beatriz Corregidor, Angela Coles and Elisabet Fábregas.

Specialist Spanish 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

Ctra. Sant Miquel Km 3.5

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Tel: 0034 971 197672

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# 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 3<sup>rd</sup> 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 09.15 when children are called to begin the school day.

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

School starts at 08.50 and finishes at 15.30 hours.

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 10.15 – 11.00

## **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 12.15 – 12.45

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

After 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.

Afternoon play is from 14.30 – 15.00.

The same care is provided as at morning play.

Before afternoon play we serve water and the rice cakes that the children have brought in on Mondays.

## **Food & Drink**

A copy of the monthly menu can be found on the notice board.

The school provides drinking water. Each child should bring a named 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 on Monday.

Each child should have a complete change of clothes and a pack of baby wipes to be kept in school.

## **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 or email in advance 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 by 15.40 as preparation for the next day often takes place during this time.

## **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.

## **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**

- Listening  
Children develop skills, watching, imitating and joining in with rhymes, stories and games.
- Understanding  
Through shared experiences children are helped to respond appropriately to what is said, follow instructions and ask questions to check meaning.

- Speaking  
Children are encouraged to be effective communicators through hearing the correct use of language during the routines of the day and in explicit activities which focus on different types of talk.

## **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.

The 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.

Develop practical skills such as dressing, undressing and being healthy and safe.

## **Personal, Social and Emotional Development**

- Making friends
- Making relationships with adults
- Learning rules and daily routines
- Know what their own needs are
- 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.
- Support your child in understanding the importance of PPE, social distancing, hand washing and using hand gel.

## **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.

In the Summer Term students also complete a writing task, moderated by class teachers. The information gained is used to highlight and outline the necessary targets / next steps to secure competence in writing.

## **Phonics**

We use Read Write Inc. to teach 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 a carefully selected order to help the learning. The first six letters learned: m, a, s, d, t, & i are 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. 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 will develop good fine motor skills by cutting, sewing, colouring, writing in the sand and painting.

Children should have 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 "Consonant Vowel Consonant" or CVC words and simple sentences.

## **Role Play**

Child – initiated play. Role play area is changed often to encourage imagination and development.

## **Literacy Homework**

In Reception Class, once a group of six sounds have been introduced, the parents and children can play the pairs game at home with a set of cards provided in their homework folders.

When they are ready 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.
- Recognizing numerals 1-10.
- 2D shapes.
- Weighing and balancing.
- Creating simple patterns.
- Days of the week.

In the Reception class we work on:

- Counting, say and use the number names in order 1-20.
- Recognizing numerals 1-20.
- 2D and 3D shapes.
- Measures, lengths and weights.
- Money.
- Time, days of the week, 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 word Expressive Arts & Design.

Topic Work will take place in the afternoons.

- 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.

### **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.

In Reception the children will also receive Reading homework from Monday – Thursday.

## **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.

In Nursery all the students are given an electronic learning journal in which evidence of learning and progress is recorded. The electronic folder then accompanies the student throughout their Early Years.

## **Student Academic Records**

Reception teachers maintain an assessment folder 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 folders 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 recognise 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 by ALL CHILDREN. 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 is not acceptable behaviour in school.

## **What is 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. 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. It is hoped that by speaking to parents we can work out a solution to any problem. Physical force is never used to discipline a child.

## **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 or on the parent portal. 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 recognise 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.

## **Expectations regarding the use of social media.**

The school does not use social media or messenger services as a means of communication with parents. Obviously, parents are free to use such platforms to communicate among themselves, but they must not set up accounts which use the school's name or could in any way be misinterpreted as representing official school publications.

Parents are expected to be responsible, accurate and supportive in any references to the school that they publish on social media.

The school will not respond to concerns from parents received indirectly via publication on social media or messaging groups. Legitimate concerns or complaints should be directed to the school, following the procedures outlined in the school's complaints policy.

If publications on social media by parents are considered to be intentionally damaging to the reputation of the school or any of its staff members, this could lead to legal action or the non-renewal of children's places.