

# **El Alsson British International School**



## **FS1 Student & Parent Handbook**

**2016 / 2017**



# **FS1 Student & Parent Handbook**

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For further information concerning the school curriculum, calendar dates, events and policies; including regular Year Group updates, photographs and Newsletters please check the school website.

[www.alsson.com](http://www.alsson.com)

# **EL ALSSON BRITISH INTERNATIONAL SCHOOL**

## **OUR VISION**

**DEVELOPING SUCCESSFUL 21<sup>ST</sup> CENTURY CITIZENS**

## **OUR MISSION**

**To achieve our goals through thinking, learning and caring**

### **THINKING means**

#### **SEEING THE BIG PICTURE**

- **Thinking for ourselves**
- **Thinking for the future**
- **Creativity without borders**
- **Making responsible decisions**

### **LEARNING means**

#### **ALL LEARNING ALL THE TIME**

- **Creating opportunities and extending our limits**
- **Achieving our goals**
- **Teachers make it happen**
- **Celebrating success**

### **CARING means**

#### **EVERYONE VALUED**

- **Strength in belonging to our school community**
- **Supporting and being supported**
- **Being safe, secure, happy and healthy**
- **Respecting ourselves, others and the world around us**



# Welcome to Foundation Stage 1

We are looking forward to getting to know all new FS1 parents, as well as your children, and hope your time with us will be a happy and enjoyable one. We, as teachers, are glad to have the opportunity to work with you as partners in your child's education.

The purpose of this Handbook is to present some specific information about your child's education this year, as well as keeping you informed about day-to-day routines and offering some advice on how to make the transition from home or Nursery to FS1 as smooth as possible.

We hope that you enjoy reading it and will discuss the contents with your child, to promote a happy, successful and rewarding year for us all.

The teachers will discuss the contents with you further at the FS1 Parent Orientation Meeting.

## Starting School

There are many things which will influence how happily a child settles into school. Every child is different and each child will react to this new environment in their own individual way.

It is important that children come to school feeling secure and as confident as possible. You can help by being very positive and talking about all the good experiences your child is likely to have each day.

Try not to use school as a threat. Comments such as, "You won't be able to behave like that at school", often worry a child needlessly.

Also try not to build up the child's expectations too much. Many children think they will learn to read and write on the first day. They may then become worried or disappointed when they don't.

Children learn to walk and talk at their own pace, in their own time - so too, with the skills they will be mastering at school.

The FS1 curriculum allows children to achieve their Learning Objectives through an active, child centred approach - 'Learning by Doing'. At this age play IS a child's work so do not expect your child to be bringing home worksheets or reading books.

We can all help by offering children support, encouragement and lots of praise as they develop their skills; and by discussing their learning with them.

Most children are very enthusiastic when starting the new school year and many will continue to be so. However some children appear to lose that enthusiasm fairly quickly and parents of these children may become disappointed and puzzled about what has happened. There may be many reasons for this.

Coming to school means making big adjustments. Firstly the child has to separate from parents and family after the long holiday. They have to develop relationships with a whole set of new adults. They have to mix and co-operate with a large group of children, many of whom may be strangers. They also have to start managing and being responsible for themselves and their own belongings. All these factors can cause stress so allow plenty of time for your child to talk through their concerns at home.

Many children also find it difficult to get used to the change from home or Nursery. There will be less freedom to do as they please and more structure to the day.

School is a very busy place and, even though they have a nap during the day, young children are often very tired by the time they get home.

Parents need to be prepared for this. You can help by ensuring that your child gets a good night's sleep (9 - 10 hours) and eats a good breakfast before leaving home.

No doubt you will be curious to know what your child has experienced each day. Some children will come home from school and talk non-stop, whilst others need time to wind down, eat and play before they are ready to talk. Sometimes the question "What did you do today?" is too broad for youngsters to answer. It may help if you narrow down the question to "What story did you hear today?" or "Did you go to the Library today?"

School is the place where the children will spend many hours of their day. We all want this to be a happy, comfortable place for your child. The best way to achieve this is for the school and home to work together. Communication is vital. If you have any concerns at all, please make an appointment to speak with your child's teacher.

## Thought for the Day

### All I ever really needed to know, I learned in Kindergarten

Most of what I really need to know about how to live, and what to do, and how to be, I learned in Kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned:

Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your mess. Don't take things out that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Think of what a better world it would be if we all - the whole world - had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations always to put things back where we found them, and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

Source:

'All I Ever Really Needed To Know I Learned in Kindergarten'

By Robert Fulghum

(Harper Collins)



# **EI Alsson British International School**

## **Developing Awareness of Appropriate Behaviour in Foundation Stage & Key Stage 1**

### ***'Good behaviour leads to good learning'***

We expect a high standard of behaviour from children in Foundation Stage and Key Stage 1. This means that children must learn how to behave in a way that demonstrates respect, care and consideration for self, others and our environment.

We emphasize and encourage positive behaviour through praise, encouragement and rewards but some rules are necessary for the children's safety and well-being; and for the good of the school community. Once these rules are understood, it is expected that they will be adhered to.

Anti-social behaviour cannot be tolerated and is dealt with through a system of sanctions. Persistent offences will result in the class teacher requesting a meeting with parents since we feel it is vital that school and home support each other.

In the Foundation Stage and Key Stage 1 we have a simple set of Golden Rules by which we operate and generally we find that when children understand and follow the Golden Rules they enjoy their time at school. Parents are requested to discuss these rules with their children and reinforce them at home.

### **The Golden Rules**

**We are gentle**, we don't hurt others.

**We are kind & helpful**, we don't hurt anybody's feelings.

**We play well**, we don't spoil each other's games.

**We are honest**, we don't cover up the truth.

**We work hard**, we don't waste time.

**We listen to people**, we don't interrupt.

**We follow all adults' instructions**, we don't argue.

**We look after property**, we don't waste or damage things.

In addition, each teacher establishes a set of Class Rules to ensure the smooth running of classroom activities within a cooperative environment.

*(Please refer to the Primary School Behaviour Policy for a fuller explanation of how our implementation of the Golden Rules & School Regulations contributes to a safe & structured school environment for your child - see Appendix 2 & 3.)*

## REWARDS

We acknowledge good behaviour, effort and achievement with:

### TEACHERS' REWARDS

- Praise
- Smiley faces, stickers and stampers
- Name peg placed on the Golden Time 'Sunshine'
- Good Behaviour sticker chart
- Good Work sticker chart
- Taking home the class 'teddy'
- Star of the week certificate
- Reading Cookie
- Kindness Cupcake
- Notes to parents
- Class treats
- Daily **Golden Time**

### HEAD TEACHER'S REWARDS

- Praise in Head's office
- Special stickers
- Head's Silver Award for Good Behaviour, Good Work or Speaking English
- Class awards
- Best Line Bear

### PRINCIPAL'S REWARDS

- Praise in Principal's office
- Principal's Yellow Smiley Badge & Golden Certificate for excellent behaviour
- Principal's Red Smiley Badge & Golden Certificate for excellent work
- Principal's Certificate for Speaking English

## SANCTIONS

Children must understand that there will also be consequences when their behaviour breaks the Golden Rules:

### TEACHERS' SANCTIONS

- Verbal reminders & warnings
- Name peg moved to the Golden Time 'Sun & Cloud'
- In extreme cases, name peg moved to the Golden Time 'Sad Cloud'
- Loss of Golden Time
- Time-out
- Missing part or all of next break
- Removed from class to work, in isolation, with another adult
- Sent to Head Teacher or Assistant Head

### HEAD TEACHER'S SANCTIONS

- Time to reflect on, and discuss, Golden Rules with Head Teacher
- Red Card warning and name in Incident Book
- Meeting with Parents
- Behaviour Report

### PRINCIPAL'S SANCTIONS

- Further Parents meeting with Principal and/or Director.
- **Inability to respond positively to the sanctions of the school may lead to short term and/or permanent exclusion, at the discretion of the Principal and Directors.**

**PARENTS AND TEACHERS WORKING TOGETHER TOWARDS THE SAME GOALS CAN DO MUCH TO BUILD CHILDREN'S SELF-ESTEEM AND MAKE THEIR LIVES HAPPIER AND MORE FULFILLED.**

THANK YOU FOR YOUR SUPPORT.





# **Important Information for parents of pupils entering FS1**

## **??? Your Questions Answered ???**

### **What does my child do during the day?**

7.55-8.00	Arrival in Classroom
8.00-8.10	Early Morning Snack
8.10-9.30	Specialist lessons & Outdoor activities
9.30-10.10	Snack & Indoor play
10.10-10.50	Large Group Activities
10.50-11.30	Small Group Activities
11.30-12.10	Story, Lullaby & Nap
12.10-12.50	Nap & Snack
12.50-1.30	Activities & Daily Review
1.30-2.00	Golden Time, Buses and Cars

### **What additional classes will my child participate in this year?**

Your child will take part in Arabic, PE, 'Music & Movement' and Music lessons each week. He/she will also attend Early Years Assemblies, visit the school library and will have access to a range of class computers and iPads as well as using the Computer Lab. Pupils take part in regular trips which are arranged to support the curriculum.

### **Who will teach these classes?**

**Arabic** – Mrs Laila, Mrs Shahira, Mrs Manar  
**Music / Music & Movement** – Miss Rita

**PE** – Mr Mayfield, Mrs Heba, Mr Mohtady, Mr Amir  
**Library** – Mrs Mary

### **What should my child wear to school?**

All children **must** wear the El Alsson uniform, purchased from the uniform shop, including the school jacket in winter, the school sun hat during hot weather and the school painting apron for Art activities.

Girls with long hair must wear it tied back and boys' hair must be cut in a short, tidy style.

Nail varnish is not allowed.

**SHOES MUST HAVE 'STICKY' VELCRO FASTENINGS AS SHOELACES ARE TOO TRICKY FOR SMALL HANDS.**

(Please note that FS1 pupils do NOT wear the KS2 PE kit or grey trousers worn by older pupils and that football shoes with studs are not permitted.)

### **How can I avoid losing my child's property?**

**CLEARLY LABEL ALL CLOTHING WITH YOUR CHILD'S NAME & CLASS, AS WELL AS POSSESSIONS SUCH AS SCHOOL BAGS, FLASKS AND LUNCH BOXES.**

**PLEASE HELP US BY ENCOURAGING YOUR CHILD TO TAKE RESPONSIBILITY FOR HIS/HER BELONGINGS.**

**We always make every effort to return lost items to their owners. However, lost items which are not labelled will be sent to 'Lost Property'. Parents can arrange to reclaim such lost belongings by contacting the school Reception. *Please do not ask teaching staff to do this for you.***

### **What does my child need to bring to school each day?**

**An early morning snack (*packed in a separate, easily accessible container*)** - children will have a light snack of juice and biscuits or fruit to boost their energy levels before starting work each morning.

**A healthy lunch (*packed in a sturdy, clearly named lunch box*)** - nutritious food, such as sandwiches, fruit, vegetables, cereals, cheese, plain biscuits, yoghurt drink or juice.

**An afternoon snack** - as above

**Children who stay at school until 3.00pm** due to travelling by late bus or car must also bring a snack to eat after school.

**A large flask of water** - Please try to provide a flask with a strap, so that it can be hung up. (During hot weather children should bring a large, 1 litre bottle each day.)

**A school bag** - No large cases on wheels please. However, the school bag needs to be large enough to hold a lunch box, work folder and any letters or work going home.

### **Can my child celebrate his/her birthday at school?**

You are welcome to send along individual cupcakes, muffins or cookies to share with classmates. Due to health and safety concerns we cannot allow large cakes which require knives, candles and matches! Sweets and gifts are not allowed. We are happy to distribute party invitations but please do not ask the teacher to do so unless you are inviting the whole class.

### **Is there anything else my child needs to bring to school?**

**Spare clothes** - Please send 2 changes of school clothes (including underwear & footwear) and 2 small towels in a named plastic bag to keep at school in case of accidents; **and replace them if they are sent home wet or dirty.** (All items should be labelled with your child's name & class.)

If we have to issue a child with new underwear there will be a small charge of 15 LE.

**Pack of Whiteboard markers (at least 6) & a small whiteboard eraser** - clearly named. The children will use these with their personal classroom whiteboards.

**A school apron** - to protect clothing during Art and other 'messy' activities. (School aprons should be purchased from the school uniform shop.)

**Hand wipes** - to maintain good health & hygiene children need to wash their hands frequently during the day. Wet-wipes make this quick and easy for them.

**Small pack of tissues**

### **What items should NOT be brought to school?**

1. Jewellery, except for stud earrings.
2. Watches
3. Pencils, coloured pencils or pencil cases.
4. Money (unless officially requested & sent to school in a sealed, named envelope).
5. Sweets, chocolate or chewing gum.
6. Fizzy drinks and drinks in glass bottles.
7. Stickers (only teachers' reward stickers will be worn on school uniform)
8. Toy guns, knives, swords or other items which encourage aggressive behaviour (including Superhero action figures).
9. Sharp items such as 'Bay Blades' or metal spinning tops that could cause injury.
10. Expensive toys, mobile phones or electronic games.
11. Hard footballs or basketballs. (*Ball games are permitted but children should only bring in soft, plastic balls. Hard footballs and basketballs, which can cause damage or injury, will be confiscated.*)

TOYS, GAMES & BOOKS WHICH ENCOURAGE CALM, COOPERATIVE BEHAVIOUR AT BREAKTIME ARE ENCOURAGED.

### **Why does my child have a name badge?**

We do not want any pupil to become lost or board the wrong bus – name badges provide valuable information for identification.

### **Please ensure that your child wears the name badge every day for the first 2 weeks**

If there are any changes to your address or telephone number, please inform the school Reception and send a note to the class teacher.

*If the badge becomes lost or damaged please replace it with one of your own.*

### **What happens if my child is late?**

All pupils must arrive by 7.55am.

Children arriving later than that will be marked 'late' on the class register.

We understand that slight delays are inevitable on an occasional basis but the first half hour is particularly important for Early Years. It is a time for meeting, greeting and planning the day. Children who miss this time often feel insecure, unsettled and unhappy during the day.

Persistent lateness and any arrival after 8.30am will be dealt with by the Principal, who will request a meeting with the parents.

### **What should I do if my child is absent from school?**

If you have to keep your child at home due to illness please send an explanatory note or medical certificate when he or she returns to school.

(For 1 or 2 days absence a parent letter is acceptable. For 3 days or more a doctor's note is required)

Any missed work will be caught up, with the teacher, in class so please do not ask for work to be sent

home.

It is strongly recommended that you do not ever take your child out of school during term time but if this is absolutely unavoidable, at any time, please notify us in advance.

Parents are advised that any absence can be very detrimental to a child's academic progress and are urged to make every effort to ensure that their child does not miss any school days unnecessarily.

### **How can I communicate with my child's teacher?**

If you have any specific concerns at any time you may write your child's teacher a short note in the Record Book or contact them at their school email address which can be found on the school website.

Any longer letters must be addressed to the Head of Early Years, who can also be contacted by email; or you can make an appointment with the school secretary.

Teachers are **not** allowed to meet parents without a prior appointment.

Our regular Year Group Updates will be emailed to parents and can also be viewed, along with the monthly School Newsletters, on the school website. **(Please ensure that the school Reception have your current email address & that you inform us if it changes.)**

There will be an opportunity to get to know the staff and discuss the curriculum and school expectations **before** your child starts school, at our FS1 Parent Orientation.

There will be a Parent-Teacher Progress Meeting early in Term 1, when parents can discuss the progress of their child with the Class Teacher: and another Parent-Teacher Meeting following the first report at the end of Term 1. Further Parent-Teacher Meetings are held each term, after reports are issued.

### **What else will my child bring home?**

The Red Record Book will be brought home every day.

*Please ensure that it is maintained in good condition by keeping it dry & clean & returning it to school inside the plastic folder.*

It should be checked and sent back to school EVERY morning. If the teacher has sent any kind of message (a personal handwritten one or a printed information slip) please initial it so that we know you have read it.

Letters regarding trips and other important information will also be sent home inside the Home/School Record Book so please check it every day.

*Please read, complete & return reply slips promptly, as failure to do so may result in your child being excluded from activities.*

*If you do need to send in a letter, reply slip or money envelope, it is a good idea to staple it into the Record Book to avoid it getting lost.*

When his/her plastic Work Folder is sent home, please, unpack it with your child, discuss his/her work and show that you value it by choosing favourite pieces to display on the fridge door or bedroom wall, or perhaps in a special scrap book.

### **What happens if my child loses or damages a school book?**

A charge will be made for all lost and damaged books, including Red Record Books.

A note will be sent home to give parents an opportunity to find misplaced items before we ask for payment.

If your child's plastic Work Folder becomes damaged or tatty please replace it with one of your own choice.

## **TRAVEL ARRANGEMENTS**

### **What time will my child return home by bus?**

FS1 children will finish school at 1:50pm and the buses will depart at 2.00pm.

Arrival times may vary during the first days of school while routes are being established.

Please refer any questions to the bus supervisor, via Reception.

### **What are the bus rules?**

- Be sure your child is at his/her pick up point on time, the buses are **NOT** allowed to wait.
- Eating on the bus is forbidden, though your child may drink water.
- Your child is expected to sit quietly and obey the instructions of the bus matron and teaching staff.
- At the end of the day, someone must be present on the street to collect your child from the bus. The matron has been instructed not to leave other children unattended on the bus. She cannot deliver your child to the door.
- If nobody is waiting to receive your child he/she will be taken to the I.L.I in Mohandeseen.

**If my child travels to school by car, what time does he/she need to be in school and collected from school?**

**Morning** - All FS1 pupils should be handed over to a member of staff, in the classroom, by 7:55am but not before 7:40am.

**Afternoon** - 1:50pm.

The car pick-up point, for drivers, is at the FS1 gate. Parents may collect FS1 pupils from the classroom, but not before 1.50.

ANY CHANGE OF TRAVEL ARRANGEMENTS MUST BE NOTIFIED TO THE SCHOOL, BY TELEPHONE, BEFORE 11.00AM.

IT WILL ALSO BE APPRECIATED IF YOU CAN INFORM THE CLASS TEACHER BY WRITING A NOTE IN THE RECORD BOOK – PLEASE ENSURE THAT YOUR NOTE IS WRITTEN ON THE CORRECT, DATED PAGE SO THAT WE DO NOT MISS THIS VITAL INFORMATION.

*(IT IS NOT APPROPRIATE TO EXPECT THE BUS MATRON TO PASS ON THIS INFORMATION)*

**MEDICAL ARRANGEMENTS**

The school employs three qualified nurses and a female doctor in the medical clinic on site.

**What happens if my child is sick?**

If a child is unwell or injured they will be taken to the clinic by a member of staff. All visits to the clinic are recorded in the medical log and a note will be sent home to inform you of any minor incidents which have been dealt with by the nurse.

The school nurse will contact you and request that you collect your child from school if she or he becomes too unwell to take part in lessons.

*Any child with a temperature over 38 degrees must be collected by a parent and taken home.*

In cases of serious injury parents will be contacted immediately.

PLEASE MAKE SURE THAT YOU KEEP US INFORMED OF ANY CHANGES TO YOUR TELEPHONE NUMBERS.

PARENTS SHOULD ENSURE THAT THEY ALWAYS HAVE THEIR PHONES SWITCHED ON IN CASE THE SCHOOL NEEDS TO CONTACT THEM IN AN EMERGENCY.

**CHILDREN ON MEDICATION**

If your child needs to take any medication at school, it must be clearly labelled with name, dosage and the times at which it should be administered. This information should also be written in the Record Book. It should be handed to the class teacher on arrival at school and will only be administered by the nurse or doctor.

**CHILDREN WITH INFECTIOUS DISEASES**

If your child has a high temperature or feels unwell **please keep him/her at home.**

During childhood children may contract various infectious diseases. If this is the case keep your child at home and follow your doctor's advice but also contact the school so that we can notify other parents where appropriate.

**CHILDREN WITH ALLERGIES AND MEDICAL CONDITIONS**

If your child suffers from any allergies or other medical conditions please inform the Class Teacher at the beginning of the school year.



## **CONTACTING THE SCHOOL - Who to talk to?**

Please contact the school with any inquiries or to pass on information regarding your child:

### **BUSES**

Questions about transportation or change of address **Ext.161**

### **MEDICAL CLINIC**

To speak to the nursing staff about pupil illness or injury **Ext. 124/125**

### **REGISTRAR'S OFFICE**

Questions about the admission process  
Change of any personal information **Ext. 115**

### **HEAD OF EARLY YEARS**

Secretary **Ext. 112**

### **PRINCIPAL**

Secretary **Ext. 105**

### **RECEPTION**

General enquiries **Ext. 138**

Throughout the school year parents are kept informed of events, activities and their child's progress in a variety of ways:

#### **Principal's Newsletter**

A monthly newsletter to all primary students and parents with special announcements, events, messages and reminders.

#### **Year Group Update**

A regular outline of children's learning detailing activities, objectives and special events in your child's year group.

#### **Parent - Teacher Meetings**

Teachers or parents may request additional meetings to discuss specific issues throughout the year. These are held in the presence of the Deputy Head and can be arranged via her secretary.

#### **School Website**

Log on to [www.alsson.com](http://www.alsson.com) to check the latest information and updated school calendar.

#### **Parents' Orientation**

A meeting held at the beginning of the year with your child's class teacher to discuss the curriculum, policies and activities planned for the year.

#### **Progress Meeting**

Held in Term 1 to discuss individual pupils' progress.

#### **Parent - Teacher Days**

An opportunity for parents and teachers to discuss individual student growth and needs, held at the end of each term.

#### **Reports**

Sent at the end of each term detailing your child's progress and achievements.

## SCHOOL TRIPS POLICY



A school trip includes any **organised activity where pupils leave the normal school site**. Each trip location will have been investigated and assessed for risks before the trip is allowed to proceed.

### AIMS

- To broaden the curriculum beyond the boundaries of the school.
- To give ALL students the opportunity to experience cultural, environment, historical and sporting places and events.
- To foster an enquiring mind and a spirit of wonder about the outside world.
- To encourage students to explore their own local community and beyond.
- To make trips enjoyable for both students and staff.

**Parents** - Communication with parents/guardians includes a letter with an indication of the trip's aims and how it intends to benefit pupils. It will also indicate clearly what the cost will be for the trip, and have a return slip attached for parental approval/ permission.

Parents must give permission for children to attend trips/activities. A child may not go out of school without prior permission from a parent or guardian. Parents will be notified as to what they need to provide, e.g. pocket money, packed lunch etc. On all trips parents have the responsibility of ensuring that their child is following the school dress code, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.



# Learning through Play

## Is your child really learning or “just playing”?

Children attending the Early Years Department bring with them a wealth of knowledge, values, experiences and attitudes. When planning a curriculum, we consider the different rates of development of children and their unique individual characteristics that have been shaped and influenced over the previous 3 years.

The role of the teacher is to plan and implement learning experiences that will support and scaffold children's learning and development. Whilst delivering the National Curriculum of England, our goals are to:

- help children **develop a positive self image;**
- encourage children to express themselves through materials, movement and language;
- foster independence;
- instill foundations for future key learning areas;
- stimulate a love of learning;
- develop each child's awareness to experience;
- provide opportunities for each child to **develop their whole personality through:**
  - (i) first hand experience
  - (ii) physical development
  - (iii) finding acceptable outlets for emotions and
  - (iv) stimulating experiences which will encourage them to:

THINK, ANALYSE PROBLEMS, AND ARRIVE AT SOLUTIONS.

**Children learn through play.** This is why many school activities involve a variety of play situations.

Learning objectives for the children are often implemented through the use of play areas in the classroom and outside. It is worth considering some of the skills, abilities and attitudes that are learned while a child is 'just playing'.

- **Dramatic Play** - allows children to express their emotions whether 'good' or 'bad' in a healthy, socially acceptable way.
- **Music and Movement** - encourages self-expression; contributes to the development of a body image; raises awareness that he/she has two sides to his/her body, which is a basic and necessary awareness for later formal work, such as reading and writing, to successfully take place; develops concepts of space, size and proportion. Listening skills increase as he/she is given plenty of activities involving discrimination of sounds, following directions etc.
- **Story Time** - develops an interest in words and good literature; develops self expression and increases vocabulary; helps a child be uninhibited in front of a group; develops self confidence; and imparts knowledge of the world.

- Block Play and Construction - provides opportunities for working cooperatively as a member of a group; extends creativity and imagination; develops basic maths concepts of shape, space, size, balance and proportion; develops hand/eye coordination, experimentation, reasoning and decision making.
- Art - with most activities at this age level, it is the process not the product that counts. Don't ask your child what the product is - he/she may not know, and you run the risk of denting his/her self esteem. Children develop many skills in all areas, so don't despair if your child does not create "art works". Again it is the process that is important. Be positive. Through art, a child develops hand/eye coordination; control of hands and fingers; learns to sort, match and classify materials and learns to make decisions. Art fosters creativity and individuality.
- Puzzles - these help improve a child's concentration; develop hand/eye coordination; assist in discrimination and matching by shape and colour; and also promotes reading readiness skills.

## **Structured Play at Home will help develop vital Skills:**

### Activities to help Gross Motor Skills

- Dressing up.
- Drying self after bath or swimming.
- Brushing hair
- Spreading own bread.
- Wiping benches
- Helping set the table - this is important as it involves counting, sorting and correct placement.
- Stacking plastic containers
- Packing school bag or imaginary holiday bag
- Dancing to music
- Running, jumping, rolling, climbing

### Activities to help Fine Motor Skills

- Squeezing - pegs, playdough etc.
- Buttoning and unbuttoning large buttons, eg. in dressing up.
- Cutting magazine pictures with scissors.
- Tracing around shapes.
- Colouring in between lines, dot-to-dot puzzles, mazes.
- Threading - eg. making pasta jewellery.
- Using glue sticks to paste pictures
- Screwing and unscrewing lids.
- Sorting activities - shape, size, colour





## THE NATIONAL CURRICULUM FOR ENGLAND 'DEVELOPMENT MATTERS IN THE EARLY YEARS FOUNDATION STAGE'

All children who enter El Alsson School at three or four years of age follow the curriculum laid down in the EYFS Statutory Framework until the end of FS2. The Foundation Stage is a distinct phase of education that prepares young children to move on to Key Stage 1 of the National Curriculum.

### THE STRUCTURE OF THE BRITISH PRIMARY CURRICULUM

NAME OF STAGE	YEAR GROUPS	AGE OF PUPILS
Early Years Foundation Stage (EYFS)	FS1 and FS2	3 – 5
Key Stage 1	Y1 and Y2	5 – 7
Key Stage 2	Y3, Y4, Y5 and Y6	7 - 11

The Department for Education, in the UK, sets out Learning Objectives for each area of the curriculum and Levels of Attainment that pupils are expected to achieve at the end of each key stage. Using this guidance our teachers are able to ensure that their pupils are equipped with the knowledge, skills and understanding necessary to establish a solid foundation on which to build throughout their future school years and beyond.

### AREAS OF LEARNING AND EARLY LEARNING GOALS

The Statutory Framework now describes **Prime Areas of Learning, Specific Areas of Learning** and their associated **Early Learning Goals**. The Early Learning Goals describe the knowledge, skills and understanding which children should have acquired by the end of FS2.

The curriculum underpins all future learning by addressing these 7 critical areas of learning and development.

In addition, it recognises that there are three **Characteristics of Effective Learning** which play a central role in a child's learning and ability to become an effective learner.

#### **Prime Areas of Learning**

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

Children will develop a positive sense of themselves and others.

They will be helped to form positive relationships and develop respect for others.

They will develop good social skills and learn how to manage their feelings.

They will develop an understanding of appropriate behaviour in groups and develop confidence in their own abilities.

##### **Physical Development**

Children will have opportunities to be active and interactive.

They will develop their coordination, control and movement.

They will be helped to understand the importance of physical activity and will learn to make healthy choices in relation to food.

##### **Communication and Language**

Children will be given opportunities to experience a rich language environment.

They will develop confidence and skills in expressing themselves.

They will have opportunities to speak and listen in a range of situations.

## **Specific Areas of Learning**

### **English**

Children will be encouraged to link sounds and letters to begin to read and write. They will have access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

### **Mathematics**

Children will have opportunities to develop and improve their skills in counting, understanding and using numbers.

They will start calculating simple addition and subtraction problems.

They will learn to describe shapes, spaces and measures.

### **Understanding the World**

Children will be guided to make sense of their physical world and their community.

They will have opportunities to explore, observe and find out about people, places, technology and the environment.

### **Expressive Arts and Design**

Children will explore and be encouraged to play with a wide range of media and materials.

They will be provided with opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities in Art, Music, Movement, Dance, Role-play, Design and Technology.

## **Characteristics of Effective Learning**

**Playing and Exploring** – engagement

**Active Learning** – motivation

**Creating & thinking critically** - thinking

## **ASSESSMENT AND REPORTING**

Pupils' progress is monitored through a process of continual teacher-assessment, using the EYFS Profile. At the end of each term parents receive written reports and are invited to discuss these at the following Parent -Teacher Days. These reports will indicate progress within each Area of Learning, development of the Characteristics of Effective Learning and achievement of the Early Learning Goals.

## **LEARNING SUPPORT IN EARLY YEARS**

We are very privileged in Early Years to have a team of 4 dedicated Learning Support staff working with our pupils, in addition to their class teachers and TA's, to enable them to achieve their full learning potential.

They support a large number of children at different points on their learning journey through Early Years, helping them to meet their personal learning goals.

It is of great benefit to many children to receive such support and we encourage parents to embrace any such support as a very positive means of enhancing their child's learning experience.

In the Foundation Stage children may be offered additional support to develop such areas as their Language skills, Phonics skills, Social skills, Gross Motor skills or Fine Motor skills. This support might be provided in the classroom or in a small-group situation outside the classroom. This will enable them to keep pace with the Early Learning objectives and have the best possible start to their education.

The decision as to which children receive Learning Support is dependent on a variety of factors such as class teacher concerns, poor speech-and-language skills, failure to meet the expected EYFS targets or ongoing behavioural issues. If your child is selected to receive Learning Support, a note will be sent home to inform you. This may be a short-term intervention to close a gap in your child's learning or may continue for some time. We are always happy to meet parents to discuss their child's Learning Support but this is not always necessary.

If a child has more specific Learning Difficulties we may recommend internal screening or an external cognitive assessment to diagnose any specific learning requirements

If your child does, at any point in his or her learning journey, require the services of our Learning Support team we hope that you will give your full support to enable us to allow all our Early Years pupils to achieve their full learning potential.



**El Alsson British International School**

**Early Years**

**FS1**  
**CURRICULUM OVERVIEWS**

**September 2016 – June 2017**

**Year group: FS1**

**Time Allocation: September/October**

**Date: Autumn 2016 - Term 1**

**Communication and Language:**

There will be lots of opportunities to develop speaking and listening skills in our topics 'Marvellous me' and 'My little world'. We will encourage children to learn one another's names. They will be encouraged to follow simple directions (if not intently focused on own choice of activity).

**Marvellous me!  
and My little  
world!**



**WHY?**

Children will learn about themselves, their class and their school environment. They will also learn how everybody is different and how, and why, each of us is special. Children will talk about their families and who they live with. They will describe their home. Children will learn how to be co-operative and work together.

**Understanding of the World**

Children will look at themselves and learn some of the similarities and differences in relation to friends or family. They will learn 'where' about their school and its surroundings. They will learn 'who is who' in our school and where to meet them and where to go. *Events:* Galabeya party (wk 2)

**Expressive Art and Design:**

The children will be asked to join in singing favourite songs. They will take part in dancing and ring games. Children will make their own musical instruments and play with them. Children will explore colour and how colour can be changed. They will use the Montessori Colour Tablets. *Event:* Halloween Party (week 9)

**Personal, Social and Emotional Development:**

Children will be learning about their new class teachers and friends. They will be encouraged to ask adults for help. They will be given small tasks to carry out to become more self-confident. We will discuss our Golden Rules and talk about class behaviour, class routines and class boundaries. *Event:* Friendship week (wk 3)

**Physical Development:**

We will learn about keeping healthy through healthy eating and following a healthy lifestyle. We will talk about the importance of basic hygiene and our daily routines. We will teach them to be independent in self-care. During the first weeks we will focus on their gross motor skills with lots of painting with thick brushes, water games and large balls.

**Mathematics:**

Children will develop their measurements skills by comparing their heights and the sizes of their hands and feet. They will measure for a purpose, such as finding out whether a teddy will fit in a bed. Children will be encouraged to talk about the shapes they see and use and how they are arranged and used in constructions. They will be playing with shapes and making arrangements with objects. They will be using the Montessori Pink Tower.

**Literacy:**

**Phonics (Phase 1 - Aspects 1 and 2)**

Children will develop their listening skills and awareness of sounds in the environment. They will experience and develop awareness of sounds made with instruments and noise makers. They will listen to and distinguish the differences between the sounds made with instruments.

**Year group: FS1**

**Time Allocation: November/December**

**Date: Autumn 2016 - Term 1**

#### **Communication and Language:**

They will learn about different habitats with their different animals (jungle, ocean, farm).

Children have a profound and unshakeable belief that things have to be fair. They like stories in which the good things are rewarded, and the bad punished. In this topic children will make up their own fairy tales. They will learn to make predictions and comprehend other stories they are reading.

#### **Mathematics:**

Children will be counting objects in a random layout, showing the result is always the same as long as each object is only counted once. They will be encouraged to use mark-making to support their thinking about numbers and simple problems. They will learn counting songs, rhymes and number stories. Children will develop an understanding of abstract counting by giving 4 blowing kisses or 4 claps to whoever turns 4 in the class. They will use the Montessori Spindle Box and the Number Rods.

#### **Literacy:**

##### **Phonics (Phase 1- Aspect 3)**

Children will develop awareness of sounds and rhythms. They will be listening to action songs that include multi-sensory experiences in which children need to add claps, knee pats and foot stamps or move in a particular way. Children will learn to make up simple patterns of sounds with musical instruments.

### **Little Scientists**



### **Once upon a time**



#### **WHY?**

Your child will start to gain the science knowledge that they'll build on throughout their primary school years, such as developing their skills of observation, prediction, critical thinking and discussion. Children will read and discuss different fairy tales. Fairy tales help children learn how to navigate through life.

#### **Understanding of the World:**

Children will show interest in different occupations and ways of life. They are going to compare the people in their real life (such as doctors, fire fighters or teachers) with those of the Classical Fairy Tales (such as Snow White, Cinderella or Rapunzel). Events: Science week (wk 11) Sitara trip (week 12)

#### **Expressive Art and Design:**

One of the most important aspects is thinking about safety, so always talk about wearing protective clothing, washing hands, and using the correct, well-maintained equipment. Most kids love getting up to their elbows in stuff. Feeling, squidging, kneading, squeezing - it's instinctive.

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

We will reinforce the Golden Rules in our Circle Time sessions and we will focus on their self-confidence and self-awareness. They will be taking care of their record books and self-registration. Children will be encouraged to behave accordingly when there is a change in their daily routines.

#### **Physical Development:**

We will focus on their independence through their daily life routines. Children will learn to put on and take off their jackets with zippers, socks and shoes and will tidy up their lunch boxes. They will use Montessori Daily Life Frames. They will play with squirting bottles and they will have play dough disco to start working on their fine motor skills.

**Year group:** FS1

**Time Allocation:** January/February

**Date:** Spring- Term 2 2017

**Communication and Language:**

Children will be able to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. They will question why things happen and give explanations expanding on what they say. Children will explain their own knowledge and understanding, and ask appropriate questions of others. They will begin to understand 'why' and 'how' questions. They will build up vocabulary that reflects the breadth of their experiences.

**Mathematics:**

Children will compare two groups of objects, saying when they have the same number. They will be looking at a group of three or four objects in different ways, beginning to recognise that the total is still the same. They will be using number language e.g. 'one', 'two', 'three', 'lots', 'fewer', 'hundreds', 'how many?' and 'count' in a variety of situations (e.g. in the role-play area counting money and change).

**Literacy:**

**Phonics (Phase 1- Aspect 4, Phase 2)**

Children will experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. They will listen to rhyming books and be encouraged to join in with repetitive phrases such as *Run, run, as fast as you can, you can't catch me, I'm the Gingerbread Man.*

They will listen to the initial sounds and start looking at their shapes.

**Transportation**



**Egypt**



**WHY?**

Children will compare different means of transport. They will talk about their own experiences. They will learn about traffic rules and safety rules such as wearing a seatbelt or sitting at the back.

They will learn about their country and their roots. They will compare their costumes and traditions with those from other countries.

**Understanding of the World:**

They will be encouraged to look closely at similarities, differences, patterns and change whole comparing different vehicles.

The children will learn about other countries as well as their own. Egypt and its language, the weather, the river Nile, the sights. They will taste different types of food.

*Events:* International week (week 21), Nafas trip (week 23)

**Expressive Art and Design:**

Children will start learning their concert parts. They will learn the Egyptian anthem as well as other Egyptian songs for the concert.

They will use malleable materials to keep developing their fine motor skills.

**Personal, Social and Emotional Development:**

Children will start getting ready for their yearly concert. We will talk about stage fright and stage manners.

Children will be encouraged to be self-confident and to speak up in front of an audience.

**Physical Development:**

Children will move freely and with pleasure and confidence in a range of ways following the beat of the music. They will be encouraged to move with controlled effort and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. We will motivate children to be active through games.



**Year group: FS1**

**Time Allocation: March/April**

**Date: Spring Term 2 2017**

**Communication and Language:**

Children will be able to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. They will question why things happen and give explanations expanding on what they say. We will encourage children to look at and discuss how our clothes and behaviour change with each season.

**Animals**



**The 4 Seasons**



**.WHY?**

When the weather gets cold, you put on a coat to keep warm. If it's hot, you wear a hat or fan yourself to cool down. Those are both ways of adapting to your habitat. While animals don't have clothes, they do have built-in ways of keeping the right temperature and protecting themselves in the habitat they live in. There are a number of ways that animals adapt - these can be inside or outside their bodies.

**Understanding of the World:**

Children will match and sort pictures of animals and offspring. They will observe animals via videos or first-hand experiences. They will group and classify pictures and names of animals. We will go on a sensory walk and will encourage the children to describe the things they can see, hear, feel and smell.

*Events:* Fagnoon farm (week 29)

**Expressive Art and Design:**

Children will use various construction materials. They will begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

**Personal, Social and Emotional Development:**

Children will explore their ideas about friends and friendship. They will be encouraged to play in a group, extending and elaborating ideas. We will help them to understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.

*Events:* Book week (week 27) FS1 Concert (wk 31) Charity Week (week 32)

**Physical Development:**

Children will learn that tools have to be held properly to avoid any injury to themselves or to their friends. They will walk downstairs, two feet to each step while carrying a small object that needs to be held with care.

**Mathematics:**

Children will compare two groups of objects, saying when they have the same number. They will be looking at a group of three or four objects in different ways, beginning to recognise that the total is still the same. They will be using number language e.g. 'one', 'two', 'three', 'lots', 'fewer', 'hundreds', 'how many?' and 'count' in a variety of situations (e.g. in the role-play area counting money and change).

**Literacy:**

**Phonics (Phase 1- Aspect 5)**

Children will develop an understanding of alliteration. They will be singing rhymes and songs with alliterative lines such as 'Sing a Song of Sixpence', playing with jingles such as 'Can you count the candles on the cake?' and practising familiar tongue twisters. They need to be able to isolate the initial phoneme from the rest of the word.



**Year group: FS1**

**Time Allocation: May/June**

**Date: Summer Term 3 2017**

**Communication and Language:**

The children will follow a story without props or pictures. They will listen and respond to ideas expressed by others in conversation or discussion in small or large groups. They will extend their vocabulary related to the topic, especially by grouping or naming. They will use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

**Mathematics:**

Children will talk about patterns and symmetry in some pictures. They will play games involving positioning themselves *inside, behind, on top* and so on. They will learn the language for shape, position and measures in discussions, e.g. *'sphere', 'shape', 'box', 'in', 'on', 'inside', 'under', 'long, longer', 'longest', 'short, shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'*. They will measure time using a sand timer, weight with balances and measure length using Montessori Red Rods.

**Literacy:**

**Phonics (Phase 1 - Aspect 6 & 7)**

Children will distinguish between the differences in vocal sounds, including oral blending and segmenting. They will be tuning into sounds with games, listening and remembering sounds and talking about sounds through games e.g. when they will be playing on the hoppers they will vocalise 'h' 'h' 'h', when playing with balls they will bounce a ball alongside them making the sound 'b' 'b' 'b'...

**Pirates and under the sea**



**Growing and moving on**



**WHY?**

They will discuss the similarities between their own life and a pirate. Would they like to be away from their family so long? Living things grow, it is fun for children to observe how they themselves have grown and changed.

**Understanding of the World:**

They will investigate floating and sinking. They will be digging and sifting in the sand to find treasures. They will find out why pirates have an 'eye patch'. We will discuss the different stages of life they have already been through: baby, toddler, Pre-F and FS1. We will visit the school Day Care centre. And then we will talk about their new step: Going to FS2.

**Expressive Art and Design:**

Children will create music to pirate stories. They will role-play in the 'Pirates and the sea' Learning Environment. They will explore, investigate and experiment. They will use different media and see what happens when they put different things together such as sand, paint and sawdust. *Event: Art week (wk 37)*

**Personal, Social and Emotional Development:**

Children will play co-operatively, taking turns with others. They will play in activities that require collaboration such as parachute activities and ring games. In Circle Time they will learn to listen to each other and provide emotional support whenever anyone is distressed being aware of other's feelings.

**Physical Development:**

They will be practising letter recognition (for reading) and recall (for spelling). They will learn letter formation patterns and they will start copying letters i.e. letter 's' sliding down the snake.

Early Years Specialist Curriculum Overview for 2016/17

Subject PE Year Group FS1

Teachers Mr Mayfield / Mrs Heba / Mr Mohtady / Mr Amir

Year Group	Term	Curriculum		
FS1	1	Following Instructions Negotiating space	Moving freely and with pleasure and confidence in a range of ways	Using large sports equipment
	2	Rolling/ throwing	Using small sports equipment	Playing in small group with support
	3	Climbing	Balance	Dance

## Early Years Specialist Curriculum Overview for 2016/17

**Teacher:** Miss Rita Samir

**Year Group:** FS1

**Subject:** Music

Term 1	Term 2	Term 3
Autumn 2014	Spring 2015	Summer 2015
1 <sup>ST</sup> HALF TERM - 9 WEEKS	1 <sup>ST</sup> HALF TERM - 10 WEEKS	11 WEEKS
<p><b><u>Musical Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Greeting " say Hello"</li> <li>• Echoing</li> <li>• Singing simple songs in tune</li> <li>• Repeating simple melodic patterns</li> <li>• Learning different rhymes</li> </ul> <p><b><u>Instruments:</u></b> Shakers Tambour Scarves(materials)</p> <p><b><u>Reference Topics for songs:</u></b> Marvellous me and my little world ,friendship, nursery rhymes, Family, Halloween</p>	<p><b><u>Musical Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Using simple percussion instruments in time with music</li> <li>• Knowledge of different Animal sounds</li> <li>• Moving their body along to the music</li> </ul> <p><b><u>Instruments:</u></b> Bells Maracas</p> <p><b><u>Reference Topics for songs:</u></b> Transportation , Egypt ,Animals ,numbers, seasons, Mother's Day</p>	<p><b><u>Musical Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Expressing music through movement and dance</li> <li>• Learning about the Music instruments different sounds</li> <li>• Exploring dynamics Soft and loud sounds</li> <li>• Singing in group and solo</li> </ul> <p><b><u>Instruments:</u></b> Sand Blocks Bells Shakers Tambourines Tambour</p> <p><b><u>Reference Topics for songs:</u></b> Pirates , under the sea , Growing,Summer Holiday</p>

Term 1	Term 2	
2 <sup>ND</sup> HALF TERM -4 WEEKS	2 <sup>ND</sup> HALF TERM - 3 WEEKS	
<p><b><u>Musical Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Learning about body percussions</li> <li>• Learning the names of some musical and percussion instruments</li> <li>• Developing listening skills</li> <li>• High and low concept</li> </ul> <p><b><u>Instruments:</u></b> Tambour Shakers Bells</p> <p><b><u>Reference Topics for songs:</u></b> Little scientist ,Fairy tales, book week, Christmas</p>	<p><b><u>Musical skills:</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to simple musical vocabulary (shake - strum - hit - blow - ...)</li> <li>• Know how to make eggs shakers</li> <li>• Exploring how sounds can be made in different ways (using voice, clapping, using instruments, in the environment, ...)</li> </ul> <p><b><u>Instruments:</u></b> Eggs shakers Tambourines</p> <p><b><u>Reference Topics for songs:</u></b> Animals , the 4 seasons , Mothers 'day, Easter</p>	

## Early Years Specialist Curriculum Overview for 2016/2017

**Subject: Arabic Year Group: FS1 Teachers: Mrs Laila, Mrs Shahira & Mrs Manar**

Term 1	Term 2	Term 3
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
(ث) to (أ) Letters from ( - Shapes ( circle – square)- - Songs and activities related to the subject. - ElAdha Feast	(ش) to (ر) Letters from ( - - Animals ( big – Small ) - Farm Animals and wild animals. - Songs and activities related to the subject.	(م) to (ف) Letters from ( - Body parts.- - Five senses. - Songs and activities related to the subject. (ي) to (ن) Letters from ( - - under the sea . - Songs and activities related to the subject.
2 <sup>nd</sup> Half Term	2 <sup>nd</sup> Half Term	
(ذ) to (ج) Letters from ( - Shapes ( Rectangle – - Triangle ) - Songs related to the subject. - Activities related to the subjects. - Christmas.	(غ) to (ص) Letters from ( - - Opposites. - Songs and activities related to the subject.	

## **APPENDIX 1**

### **PARENTAL INVOLVEMENT**

At El Alsson School we truly value our home to school links and parent partnerships, (our sense of belonging to a school 'family' as so many of our alumni have said). In the coming years we would like to develop this positive relationship further.

Our school vision and mission aims to 'develop successful citizens for the 21<sup>st</sup> century.' – In order to best achieve this, the combining of all our positive attributes and skills is desirable.

We are here to help and guide your children through this formative stage of their lives as well as to help you, as families, should you ever desire our help or advice. If we work together with your child's best interests at heart, at all times, they will achieve so much more.

We believe that you are a very important, and most likely the most important people in your children's lives and that you have enormous potential to help us succeed in our mission.

This abbreviated version of our policy sets out our expectations for parents and also ways in which parents can volunteer to become even more involved in our school community should they wish / be able to do so (full version available electronically on our website):

#### **Parental Expectations:**

In order for parents to *keep up to date / stay informed* with what is required of them to maximise the home to school partnership parents need to:

- Check out the 'newcomers' section of the website (if joining the school for the first time).
- Regularly check our school websites for information, curriculum updates, newsletters and events information.
- Read the Student – Parent Handbooks, which are full of useful information. These are also available online.
- Ensure awareness and involvement in your child's welfare by knowing what our expectations are (Behaviour Policy / Code of Conduct / School Regulations).
- Attend school orientations, progress and parent – teacher meetings.
- Inform the school of any change of circumstances that we need to know about regarding your child's welfare / family circumstances.
- Attend school events (in which your child is involved).
- Inform the school of any concerns regarding your child or the school.
- Give us feedback (positive or negative) and suggestions of how to improve our partnership / school.

## Parent Volunteers Service

We understand that many parents wish to be more involved in school community events and we encourage this. Here is a sample list of ways you can be more actively involved in your child's school life. This list is neither exhaustive nor definitive:

- Reading helpers.
- Day trip helpers (can be same year group / class but not with a group that contains your child).
- Residential trip helpers (not with your child's year group as part of it is the ethos of being away from home / being responsible / encouraging independence – unless for a specific medical reason).
- School break duty helpers.
- Helping with /setting up community service projects.
- A resource for information or contacts about relevant subjects / areas of interest.
- Helping with sports team training or sponsorship.
- Attending away matches (local or international) as supporters.
- Helping with / conducting after school activities.
- Giving educational talks / projects connected with your field of expertise.
- Offering work experience / voluntary placements for students to gain knowledge of the workplace / field in which you work ahead of their subject / 'life' choices.
- Helping / being involved in with school events such as the Carnival / performing arts productions.
- Being 'judges' for curriculum initiatives / projects such as economic ('Dragon's Den') or science fairs, etc.

When you take part in school activities, you will be briefed of the instructions / expectations in advance by senior management or the teacher in charge.

Please contact the school (via email, letter, in person, or by telephone) if you are interested, have the time and are committed to helping us in any of the ways above or have any other suggestions. We are always open to ideas.

We may also contact you if we know you have a relevant field of expertise or have helped before in a certain area. Please do not feel obliged to say yes if you have other commitments. We do understand and are grateful, for any help / time you can spare.

Many parents and alumni are and have been, involved in many ways to date, and we thank you very much for this. Your contribution to your children's education and welfare / your former school is most appreciated by staff, students and other parents alike.

Our thanks and best wishes to you all,  
El Alsson School

## **APPENDIX 2**

### **BRITISH INTERNATIONAL PRIMARY SCHOOL BEHAVIOUR POLICY**

#### **Aims:**

To create a caring, family atmosphere in which thinking and learning can take place in a safe and happy environment. To work co-operatively with parents to enable our pupils to develop:

A sense of self-discipline and responsibility for their own actions

A sense of identity, achievement and self worth

An empathy for other children's feelings

An awareness of and a desire to care for their environment

#### **School Rules:**

We will achieve these aims by teaching and encouraging children to observe Golden Rules and School Rules and Regulations at all times. Children are also required to abide by the school regulations in order to create and maintain a safe and structured learning environment (see appendix).

#### **THE GOLDEN RULES**

We are gentle, we don't hurt others.  
We are kind and helpful, we don't hurt anybody's feelings.  
We play well, we don't spoil each other's games.  
We are honest, we don't cover up the truth.  
We work hard, we don't waste time.  
We listen to people, we don't interrupt.  
We follow all adults' instructions, we don't argue.  
We look after property, we don't waste or damage things.

#### **The staff responsibilities are:**

To look for, encourage and reward good behaviour

To treat all children fairly and with respect

To raise children's self-esteem and develop their full potential by recognizing that each child has individual needs

To provide an environment that is conducive to learning

To be good role models

To form a good home – school link with parents so that the children can see that the key adults in their lives share a common aim

To implement and practise the school rules and involve children in the creation of classroom expectations

To use rewards and sanctions clearly and consistently within a supportive atmosphere



**The parents' responsibilities are:**

To be aware of the school rules and expectations

To support the school in the implementation of this policy

To encourage pupil self-discipline in partnership with the school

To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements

Please see appendix for parental advice.

**The children's responsibilities are:**

To be proud of their school and represent it positively

To maintain the highest standards of behaviour possible both in and out of school

To learn to make independent choices, not blaming others and learning from mistakes

By following The Golden Rules & school regulations the children will achieve this

**Good behavior leads to good learning****PSHE & Resolving Conflict:**

Part of our curriculum addresses the Personal and Social Aspects of Learning and strives to help children learn how to interact with others in a positive way including useful skills such as conflict resolution.

Please note that it is our aim to reinforce positive behaviour in order to create a positive learning environment.

Sometimes breaches of discipline happen when a child is having a conflict or a problem in class, in this case we will encourage the children to:

Talk with their class teachers if they have any problems that they want to discuss. Or talk generally about their feelings if they are experiencing any problems.

If they feel that they cannot talk to their teachers they can go to a Senior Manager and talk with her.

We need the children to know that we are there for them and that we can help them overcome their problems.

Our system of rewarding achievement in behaviour, work, effort and progress is clarified below:

**Good Work/ Effort/ Progress/ Behaviour:****Star of the Week**

In Early Years, the star of the week certificate is awarded weekly per class in the Early Years Assembly to the pupil who has demonstrated particularly good work, behaviour or progress that week.

**Class of the Week**

In KS2 points will be awarded per day to each class according to how well they behave. Class teacher will record points daily (each lesson is worth one point with a maximum of 10 points per day). At the end of the week the class with the most points that week will be awarded class of the week in the Year Group Assembly.

## **Class Awards & Chart**

Children will be rewarded throughout the year with class points / merits / stickers as appropriate. Each teacher will have a chart system for rewarding effort/ progress/ good attitude to work and behaviour. There will be one chart for good behaviour and another for good work. When ten of these 'points' have been earned on the relevant chart, the child will receive a silver award, which will be recorded in their record book.

## **Silver Award**

Children will be awarded a silver award for the following reasons:

Ten 'points' on the class chart for good work or behaviour  
Ten speaking English stickers  
An exceptional piece of project work or research

These stickers will be attached to the silver award chart in their record book. The collection of three silver awards results in a Golden Award for work or behaviour. Specialist teachers may also refer a student to a Senior Manager for a silver award either for work or behaviour during their lessons (also after collecting ten 'points').

## **Golden Time** (for following The Golden Rules in EY):

Will occur in Early Years daily as an incentive and reward for good behaviour both individually and as a class. It encompasses a range of fun activities often chosen by the students.

## **Golden Award**

When a child has been awarded three Silver Awards for work or behaviour, the Principal will be notified and a badge (red for work, yellow for behaviour) and Golden Award Certificate will be presented in the school assembly to mark the occasion.

## **Other Awards:**

**The Reading Cookie** – awarded twice a month to a child in each class who has demonstrated effort / achievement in reading.

**The Kindness Cupcake** – awarded twice a month to a child in each class who has consistently demonstrated 'kindness' to others.

**Perfect attendance** certificates and badges are awarded termly for those students who have not been late or absent for the entire term.

**Excellent prefect** *badges will be awarded half - termly to the prefects from each department who have best served this position.*

**Environmental certificates** are awarded for any students / classes who have contributed to improving our / the environment.

**Sports Medals and Trophies** gained from events and tournaments in and outside school are presented in assembly.

*We will continue to update our reward system on a yearly basis. We welcome any feedback you may have.*

## **Sanctions**

**Staff:** As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers will follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours.

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

*It is imperative that any sanction is applied fairly and at the earliest opportunity and the consequences are fully explained.*

**Students:**

Children are encouraged and expected to follow both The Golden Rules and the School Rules & Regulations. These rules and regulations are explained and discussed at the beginning of and throughout the year along with classroom expectations.

Despite positive responses as a means to encouraging good behaviour in El Alsson School, it may be necessary to employ a number of sanctions to reinforce these expectations / rules, and to ensure a safe and positive learning environment.

Each case is treated individually depending on the circumstances involved. Children are made aware that they are responsible for their own actions and that breaking rules will lead to the following consequences:

**Daily Discipline Procedure in Early Years**

**Golden Sun**

All children begin EACH day with their name on the 'GOLDEN SUN'. They are required to self-register by clipping their peg on the 'Golden Sun' each morning.

Children are made aware that they are responsible for their own actions and that breaking rules (Golden Rules or Classroom Rules) will lead to the following sanctions.

**1 – 1<sup>st</sup> Offence**

**Verbal reminder:** The teacher or TA will talk to the child about the rule that has been broken & establish that he/she understands why the behavior was unacceptable and how he/she could choose to do things differently next time. (This will happen at each stage of the Sanction process.)

**Sun & Cloud**

**2 – 2<sup>nd</sup> Offence**

**Peg is moved to the Sun & Cloud:**

(The child has the opportunity to return to the 'Golden Sun' if he/she follows the Golden Rules for the remainder of the lesson / following 30 mins & then has a fresh start)

**3 – 3<sup>rd</sup> Offence**

**Time-out:** The child is removed from the activity to sit and consider his/her behaviour choices and is warned that a 4<sup>th</sup> offence will result in moving to the 'Sad Cloud'

**Sad Cloud**

#### 4 – 4<sup>th</sup> Offence

Peg is moved to the 'Sad Cloud '

The teacher records the reason in the Class Behaviour Log & completes a 'Sad Cloud' behaviour card which is sent home in the red record book.

One copy is kept in the Head's Incident log & one in the child's academic file.

The child may miss all or part of next break (to sit & consider how they could have done things differently)

#### Persistent Misbehaviour

Persistent offenders will be referred, by the class teacher and Head, to the Learning Support department for an Individual Behaviour Plan.

A parent-meeting will be arranged to discuss the strategies being used in school and to involve the parents in the process.

#### RED CARD

**1<sup>st</sup> Red Card:** Any child who receives 3 sad cloud behaviour cards in a short space of time (eg 1 month) will be taken to the Head, who will issue a RED CARD.

The Head completes a 'Red Card for Bad Behaviour' card which is sent home in the red record book.

One copy is kept in the Head's Incident log & one in the child's academic file.

(The teacher will also record that the child has received a 'Red Card for Bad Behaviour' in the Class Behaviour Log)

A parent-meeting will be arranged to discuss the implications (ie possible suspension) with the Head

The child will miss all of next break (to sit & consider how they could have done things differently)

#### AUTOMATIC RED CARD

Major breaches of discipline such as physical assault, extreme bad language, rudeness to staff or deliberate damage to property will result in the child being taken to the Head, who will issue an AUTOMATIC RED CARD.

#### Referral to Head Teacher

**Subsequent Red Cards:** Any child who receives a 2<sup>nd</sup> Red Card, in a short space of time (eg 1 month) will be taken, by the Head, to the Principal.

A written warning or immediate suspension may be given depending on the specific circumstances

A parent-meeting will be arranged with the Head and Principal.

All details will be logged in the EY Incident File and the child's academic file.

## SUSPENSION

Immediate suspension may occur if, in the opinion of the Principal, an incident merits this sanction. Suspension will also occur if a student, who has already received a written warning of suspension continues to misbehave.

All details will be logged in the EY Incident File and the child's academic file.

### Daily Discipline Procedure (KS2)

Steps	Consequence	Follow-up
<b><u>Fresh Start - All On Green</u></b>		
1 – Verbal reminder: Refer the child back to Golden Rule broken		
2 – Name on board & Time - Out: Child reflects... then explains his/her mistake and what he/she could do better next time		
<b><u>Yellow Card</u></b>		
3 – YELLOW CARD	Child changes their card to a yellow card  Teacher writes reason in record book (Y3-6)  Child writes reason in record book (Y4-6)  LOSS of part of break	Parents to sign record book for next day  <ul style="list-style-type: none"> <li>• Teacher records yellow card &amp; reason in class log folder</li> </ul>
Log to be passed on to Head every Sunday to monitor persistent offenders and keep log of consistent poor behaviour		
<b><u>Persistent Misbehaviour</u></b>		
<ul style="list-style-type: none"> <li>• The Head will discuss with relevant teacher and then refer to Learning Support Coordinator for counselling and for a Behavioural Modification Plan to be set</li> <li>• Parents will be informed and involved in this planning</li> </ul>		
<b><u>RED CARD</u></b>		

4 – 1 <sup>st</sup> RED CARD	<ul style="list-style-type: none"> <li>• Student sent to the Head with red card and note</li> <li>• The Head records red card in record book &amp; counsels student</li> <li>• LOSS of ALL of the next break - even if on next day</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher records red card &amp; reason in class log folder</li> <li>• The Head records red card in department incident log</li> <li>• Parents sign record book</li> </ul>
Subsequent RED CARD/s	<p>Immediate referral to Senior Management</p> <p>Written warning or a suspension may be given depending on the specific circumstances</p>	<p>Parent conference arranged</p> <p>Logged with Senior Management</p>
SUSPENSION	<p>May occur if the incident merits this sanction either due to another occurrence of the type of behaviour student has already received written warning of suspension for or if the incident is of such a nature that immediate suspension is warranted.</p>	<p>Logged with Principal and child's school file. Parent (and student depending on age) conference with the Senior management.</p>

**Short term and / or Permanent Exclusion** may result if an inability to respond positively to the sanctions of the school despite support is evident or in the event of an incident of severe misconduct. This will be applied at the discretion of the Principal or Director.

**This Behaviour Policy / Procedure applies at all times, before and after school, on the school buses and on school trips.**

This is simply a guideline as all teachers are to use their professional judgment:

**Yellow cards may be given for the following:**

- Choosing not to follow instructions after reminder
- Persistently calling-out/talking in class
- Persistently interrupting teacher
- Throwing objects
- Drawing on others' work/tables or damaging things
- Repeatedly out of seat and refusing to sit down when told to
- Rolling around / poking disrupting others on carpet
- Swearing at other students / bad language
- Not being truthful to adults
- Play-fighting in class
- Not being prepared for class / having equipment or books (regularly)
- Refusing to line-up appropriately / lining up late
- Walking to end of lines to talk to friends – delaying the class
- Play-fighting / repeatedly talking while waiting in line
- Shouting / running when moving around school in lines
- Not packing-up / refusing to line up appropriately when leaving for buses
- Playing / running around when walking to buses
- Disrespecting a teacher or adult on buses

**Immediate Red Cards for the following incidents:**

- Arguing with / challenging or rudeness to any teacher or staff member
- Refusal to work or cooperate with staff
- Deliberate disruptive behaviour

- Physical or verbal abuse
- Fighting
- Swearing at staff
- Stealing / perpetual dishonesty
- Vandalism / damage to property

**Homework:**

Reason for not doing homework should be investigated – not a yellow card. However cases are to be recorded in record book for parents to follow-up on. Persistent issues regarding homework will be referred to the Senior Management.

**Good Behaviour on the playground and around the school**

Students, who demonstrate good behaviour and are courteous and polite around the school, will be recognised and complimented by teachers and other members of staff who witness their behaviour. They may be awarded a point, merit or a sticker as appropriate.

**The policy in the playground will follow three basic principles:**

Clearly defined rules

Encouragement and rewards for appropriate behaviour

Sanctions for inappropriate behaviour

The playground rules are again based on The Golden Rules.

The following types of behaviour are **unacceptable**:

*Rough games / play fighting*

*Name calling*

*Hitting, kicking and punching*

*Swearing*

*Spoiling somebody else's game*

*Rudeness to staff*

*Bullying*

*Answering back*

*Verbal abuse*

### **At break times the children must remember that:**

Primary children are not allowed to eat on the playground or to buy any food or drink at school. If a child has forgotten their lunch / water a teacher will sort this out and will put a note in the record book to remind the parent to check on this in future.

No hard footballs are permitted, as they are dangerous.

No football on the playgrounds before assembly or on the small playground anytime.

Primary children are not allowed to go to the senior school unless they have written permission from their Head.

### **Playground Sanctions**

Breaking any of the rules will result in the child being asked to stand out along the playground sidelines for five minutes. When five minutes have passed they must wait for the teacher who placed them there to give them permission to leave.

A second offence will result in the child being sent to duty leader who may inform their class teacher or the relevant Head depending on the incident and the steps listed above followed. The usual sanctions also apply to playground behaviour.

The duty leader must record any major incidents in the departmental incident log.

### **Parental Advice:**

When dealing with children's behaviour that we do not wish to see repeated whether at school or outside of school, it is important to stress that it is the behaviour we do not approve of, not the child. Positive reinforcement when a child is displaying good behaviour will always work better and faster than negative reinforcement. If parents could also reinforce this practice at home it would be greatly appreciated.

Always try to ensure that there is a 'united front' between home and school and between all care givers (parents / guardians) at home so the child is not confused by different approaches. Be firm, fair and consistent.

Should a note be placed in your child's record book regarding an incident of poor behaviour - rather than 'just telling them off' - please discuss the incident with your child to see if they now recognize the mistake they have made and how they could do better in future / avoid getting into the same situation. This will help us to see if they have processed and understood what the member of staff has discussed with them, which may need reinforcement at home.

Please note that the home- school link works both ways. Please do inform us if you are aware of an incident that you do think has not been reported to us by the child. Also, whilst we very much appreciate your support with behaviour at school we are also here to help should you need any advice on strategies regarding behaviour out of school. We thank you for your support.



**APPENDIX 3**  
**School Regulations**

	<b>Rule</b>	<b>Consequences</b>
<b>ABSENCES</b>	A letter from the parents is required for one or two days' absence due to illness. For three days or more a doctor's note must be given to the teacher. Absences for sports tournaments must be sought in advance. Absences for any other reason are not encouraged and permission must be sought from the Head in advance.	The school will request the appropriate note for the length of absence. Student will have unauthorized absences recorded in their file and excessive absence could affect their progression / promotion.
<b>ARRANGEMENTS FOR THE END OF THE DAY</b>	The class teacher and bus line helper teacher take pupils to their buses. The class will walk in a quiet, orderly line.	Pupils will receive a verbal warning or be given a note depending on the incident.
<b>ASSEMBLY</b>	Pupils must be lined up on time and should be silent during assembly.	If pupils are not silent during assembly they will be sent to the Head.
<b>BREAKTIMES</b>	All pupils will go outside unless they have permission to go to the library or are being kept in by a teacher.	Pupils will be asked to return to the playground either by staff or prefects who will record their names and pass them on to the relevant Head.
<b>BUS</b>	Pupils may drink water but not eat on the bus. Pupils will sit sensibly and be polite and courteous to the driver and matron at all times. Pupils will sit where the bus matron tells them to and should move seats if asked to either by a member of staff or by the bus matron. Once a pupil is on the bus, they must not get off until it arrives at their stop. Children are not allowed to change from bus to car unless they have written permission from their parents, which must be forwarded to the school secretary by the student or class teacher depending on age. <b>Students are not allowed to change buses.</b>	Pupils will be warned on the first occasion. If they persistently disobey either a member of staff or the bus matron, they will be reported to the relevant Head, who may place the pupil on bus report for one week. Pupils who misbehave whilst on bus report will have the bus service withdrawn.
<b>COURTESY</b>	Pupils must be courteous and polite to adults and each other at all times. They may not answer back or contradict teachers.	Pupils will be sent to the relevant Head who will apply the relevant sanction and make a note in the pupil's record book.
<b>DRINKING</b>	Pupils should not bring glass bottles to school. Pupils should only bring water or juice cartons. No fizzy drinks please.	Where possible a suitable container will be exchanged for the bottle.
<b>EATING</b>	Students are expected to eat properly at their table in the class room. They should bring healthy food to eat and clear up after themselves.	The supervising teacher will remind pupils. A note will be sent to the parents if a child brings unhealthy food.
<b>ENGLISH</b>	Pupils should use English throughout the school day except when speaking to staff that teach their subject in Arabic.	Pupils will be encouraged to use English if they are able to but if they choose to ignore the teacher they will proceed through the normal sanction system.

<b>EXAMS</b>	Students who are unwell should not come to school and then be collected after the exam. Exams can be rescheduled.	Pupils will be returned home before the exam starts.
<b>HAIR</b>	Girls - hair must be tied back neatly for safety and hygiene reasons. Boys- no long or 'big' hair is permitted. Pupils are not permitted to attend school with dyed hair.	A note will be written in the pupil's record book informing the parents of the breach of school rule. Long or 'big' hair for boys must be cut or trimmed within two days of a reminder being given.
<b>INAPPROPRIATE ITEMS</b>	Children must not bring items to school that would be unsafe or deemed inappropriate. If they are unsure, they should ask the teacher beforehand.	Children who bring any items (toy guns, knives, pets etc.) into school which are deemed inappropriate by the class teacher will have them confiscated and returned to them at the end of the day. Should they bring the item again, the item/s will be sent to the Head, who will see the child at the earliest opportunity. The item will be returned to the parent.
<b>JEWELLERY</b>	Jewellery may not be worn except small, stud earrings. Hooks and dangling earrings are forbidden, as they are extremely dangerous.	Pupils will be told to remove the item of jewellery themselves and will be responsible for it until the end of the school day.
<b>LATE LEAVERS/ CAR CHILDREN</b>	Late leavers or car children waiting for older brothers and sisters must wait at the designated primary school car point (by the basketball court) where they will be supervised by a primary member of staff. They must not play games on the playground or the field.	Students will be reminded to wait at the correct car point and sent to their Head if necessary. Parents will be informed through a note in the pupil's record book.
<b>LEAVING EARLY</b>	A letter from parents is required, which may or may not be approved by the Head.	The school will contact the parents if permission is not granted.
<b>MONEY</b>	Pupils may only bring money to school to pay for special events/ school visits or books during the Book Fair. Please place money in a sealed envelope.	Any other money will be confiscated and returned to the parent by the Head.
<b>MOVEMENT</b>	Pupils must walk quietly around the school building. Pupils must keep to the right at all times.	Pupils will be reminded and sent to their Head if necessary.
<b>PERSONAL BELONGINGS</b>	Pupils are responsible for their own bags, flasks, books and clothing. All personal belongings <b>must be clearly labeled with the child's full name and class.</b>	They should inform their class teacher about any items that are missing and will check in the Lost and Found room near the reception area.
<b>PERSONAL ITEMS</b>	Students bringing any expensive personal items to school (I-pods / I-pads – no Internet chips - /Gameboys, etc) should be aware that such items are their responsibility and that they may be lost or damaged.	We do not encourage children to bring these items and take no responsibility for their loss or damage.

<b>RECORD BOOKS</b>	Must be signed regularly by parents and teachers.	The teacher will write in the record book asking the parent to sign on a daily basis. If the record book remains unsigned the relevant Head will write to/ contact the parents.
<b>SWEETS</b>	No sweets or chocolates including chewing gum and bubble gum are permitted in school.	The pupil will be asked to put uneaten sweets etc. in their bags. If the pupil does not do as they are told the sweets will be thrown away. All forms of gum will be thrown away.
<b>TELEPHONES</b>	Pupils may not use the school phone unless it is an emergency. If they have forgotten to inform their parents about after school events they must see their head who will contact their parents if possible or send them home as normal if the parents cannot be contacted. <b>No mobiles are allowed in the primary school. Primary aged students should never be in a situation where they are unsupervised by a responsible adult (who is contactable by phone).</b>	Mobile phones will be confiscated and returned to the parent or a Senior school sibling by the Head.
<b>UNIFORM</b>	All pupils are required to wear school uniform at all times. The uniforms are casual and flexible but are not open to interpretations or additions. <b>All items of clothing should be clearly labeled with their name and class.</b>	Where possible the pupils will be asked to remove the item of clothing. If the pupil does not have suitable alternative clothing then a note will be written in the pupils record book informing the parents of the breach of school rule.
	PE kit (Y2-6 or G1-5) is also standardised and pupils should wear the full correct kit in P.E lessons.	A note will be written in the pupil's record book informing the parents of the breach of school rule.