



Handbook for Parents

FS1

Academic Year 2024-2025

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Dear Parents,

Welcome to FS1 (Foundation Stage 1)

We are excited to welcome you and your child to FS1, a year filled with discovery, growth, and fun! This stage marks an important transition as we help children develop the foundational skills they'll need to move confidently into FS2.

In Term 1, our focus will be on ensuring your child feels comfortable and settled in their new school environment. Through a combination of child-led and teacher-led activities, we will create a free-flow learning environment where children can explore, play, and learn at their own pace. We aim to nurture their independence and help them become effective communicators. Gradually, they will gain the confidence to take responsibility for their learning, behaviour, and needs.

At BSA, we believe in providing a warm and supportive atmosphere where children are encouraged to take risks, learn through trial and error, and develop into creative, reflective learners. FS1 is the beginning of a learning journey that will continue through to the sixth form and beyond. Our goal is to ensure that your child enjoys this journey, progresses well, and fully develops their individual talents and abilities.

This parent booklet is designed to give you a comprehensive overview of day-to-day life in Nursery. It complements the separate EYFS Curriculum Overview Booklet, which outlines the themes and outcomes we will focus on this year, as well as how you can support your child's learning at home.

If you have any questions or concerns, please feel free to speak with us at drop-off or pick-up times, email us using the addresses provided, or contact us via engage.

Kind regards, Ms Rima - Head of Primary Ms Deeprise Head of FS/KS1

The FS1 Team

Name	Position	Class	Email
Mr Evans	Class teacher	FS1	evans@bsalex.net
Ms. Sohayla	Teaching Assistant	FS1	sayman@bsalex.net
Ms. Zeina	Teaching Assistant	FS1	zelkoweiry@bsalex.net
Ms Samar	Arabic Teacher	FS1	shamdy@bsalex.net
Ms. Bassma	PE Teacher	EYFS	bismail@bsalex.net
Ms. Alaa	Admin Supervisor	EYFS and KS1	ahesham@bsalex.net
Ms. Deeprise	EYFS & KS1 Lead	EYFS	mdeeprise@bsalex.net
Ms. Ahmed	Head of Primary	EYFS/ KS1 and 2	rahmed@bsalex.net

Smooth Transition

Starting Nursery is an exciting time but we also appreciate that it can bring with it feelings of worry and anxiety for both children and parents. In light of this, we strongly believe that successful transition begins by building strong relationships between the staff, the child and their families. We aim to achieve this by:

- Operating a staggered start allows children to attend short stay and play sessions with their parents.
- Parent workshop and meet the teacher meetings at the start of the year to explain the EYFS.
- Questionnaire which allows parents to share detailed information about their child with the class teacher.
- Spending the first 2 weeks carrying out baseline assessments in school.

- Sharing assessment information through reports which will be assessed via engage, parents' evenings and an online learning journey.

Arrival and Dismissal Procedures

The school gates open at 8:45 am and children enter school through the small blue gate at our Alexandre campus. A responsible adult should accompany all children to school. The security team will be on duty and a member of staff will be at the gate to welcome the children into school. Children will make their way directly to their classrooms where the class teachers and support staff will be waiting to greet them.

The gate will close promptly at 9:00 am and if you arrive after this time you will need to ring the bell and the security team will open the gate to enable your child to enter. Our first learning session begins at 9:00 am and it is important that your child arrives at school on time. Frequent late coming will result in your child missing valuable learning experiences and is disruptive to the whole class.

At home time (2:45pm) , the children are accompanied by their teachers and support staff to await collection in the garden area. The security team opens the large blue gate and parents can enter the collection area behind the wooden fence to wait for their child's name to be called. The children are released only to a known adult. If someone else is going to be collecting your child from school then please inform the class teacher and Ms. Alaa, in writing, at least two hours in advance.

Absences

Please notify the school if your child is going to be absent from school, either by telephone on 5445426 (Ext.1), or by emailing the class teacher by 9:30 am. We will contact you if we have not heard from you by this time.

If your child is suffering from sickness or diarrhoea, they need to be clear of symptoms for 48 hours before returning to school.

Please avoid scheduling holidays during term-time. Granting of authorised absence during term-time will only be considered in exceptional circumstances.

Lines of Communication

All members of the school community- students, parents and school staff alike wish to be valued, heard, informed and understood. At times, tensions arise that could be avoided if everyone follows set procedures.

1. We welcome parent input in school. Please come to parent meetings, parent teacher conferences and events so that school staff can share their work and ideas with you. If you would like to volunteer to help out in school - for example, working with a small group, listening to children read, helping in the library, running a lunchtime club - please let your child's class teacher know.
2. Please email the teacher using the Engage portal, if you have any questions. The class teacher will endeavour to reply as soon as possible within 24 hours.
3. If you have an urgent need to see the teacher, please contact the office to arrange an appointment, explaining why it is urgent. We will endeavour to arrange an appointment within 24 hours.
4. Please do not approach the teaching assistants for information about your child, it is not a part of their role in school, all questions should be directed to the class teacher.
5. If the teacher needs to discuss a matter with you, the campus administrator will call you. We will always try to fit a meeting into your schedule and try to give you 24 hours' notice, but this may not be possible in the case of a serious discipline issue.
6. Parent teacher conferences and reports are set out to take place at various points of the year. These are carefully spaced in order to give children a chance to work on targets and to make progress. More regular updates are unlikely to be useful.
7. In the unlikely event that your issue has not been solved by the class teacher, please follow these steps:

- a. Phase Leader: If you feel the issue requires further discussion or has not been resolved, you can then contact the Phase Leader for additional guidance.
- b. Deputy Headteacher: Should the matter need further attention, the Deputy Headteacher is available to assist in finding a solution.
- c. Head of School: For more complex issues that may require a higher level of intervention, the Head of School is available to support you and your child.
- d. Principal: Finally, if necessary, the Principal can be contacted to address any ongoing concerns or more serious matters.

Most issues can be dealt with at a class level, so please follow the steps in order to ensure that things are dealt with swiftly and efficiently.

- 8. All members of school staff will speak with you pleasantly and politely. Please do the same in return. Shouting and demanding creates unnecessary stress, especially when we are all working towards the same goal of happy, well-educated children who are supported socially, morally and academically.
- 9. The School would ask you to ensure that your child arrives on time, has the correct equipment each day and that they are wearing the correct uniform.
- 10. If you have suggestions to improve the school, please discuss them with your child's class teacher. The school cannot promise to act on every suggestion but good ideas and new innovations are always appreciated!

The School Day

8:45-9:00	Gates open
9:00-10:00	Session 1
10:00-10:20	Playtime
10:20-10:40	Snack
10:40-11:40	Session 2
11:40-12:40	Session 3
12:40- 13:10	Lunch
13:10-13:40	Playtime
13:40-14:45	Session 4
14:45-15:00	Home time
15:00	Gates close

Please note that the schedule may change from time to time to reflect the developing needs of the children and to accommodate special events and activities.

Healthy Eating

At BSA we strive to promote a healthy lifestyle. The school provides a healthy snack for all children each day. The children eat their snack in class under the supervision of the FS1 team after their morning break.

Parents should send their child to school with a packed lunch each day in a suitable box or bag, clearly labelled with their child's name. We encourage parents to provide their child with a balanced and nutritional lunch. Sweets, crisps and chocolate should not be included in the children's lunch boxes and, if they are, these items will be returned home at the end of the school day. We are a nut-free school as there are some children with severe allergies which could prove fatal if exposed to nuts. Teachers and

support staff supervise the children at lunchtime and talk to them about the foods they are eating and about the importance of making healthy choices. Each week, one child will be chosen to receive the Healthiest Lunch Box certificate for their class.

Children are encouraged to drink water to keep well hydrated throughout the school day. Please ensure your child comes to school with a suitable water bottle, clearly labelled with their name. The children will be able to refill their bottle as required throughout the day.

For further information and healthy lunch box idea please use the two links below:

<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

<https://heas.health.vic.gov.au/wp-content/uploads/2023/04/pick-mix-lunchbox-poster-1.pdf>



Breakfast Club

We offer a daily breakfast club for our EYFS pupils. Children enrolled in the service are admitted to school from 8:00 am and are fully supervised by EYFS staff until the start of the school day. They are offered a range of healthy breakfast foods and drinks.

For further information, and details on how to enrol your child in the breakfast club, please contact the FS and KS1 Admin, Ms. Alaa, at ahesham@bsalex.net.

Uniform

It is our school policy that all children wear school uniforms when attending school. FS1 children should wear their BSA PE uniforms on their scheduled PE days.

For health and safety reasons, children are not permitted to wear jewellery to school. The only exception to this rule is small stud earrings which must be either removed or covered with a plaster during PE lessons to prevent injury.

The school uniform order form and price list are available by following the links below.

- [Uniform Order Form](#)
- [Price List](#)

In case of accidents, we ask all parents to send their child to school at the beginning of the academic year with a full set of spare clothes in a bag clearly labelled with their child's name. The set of clothes should include a suitable top, as well as trousers, shorts or skirt, underwear and shoes, and each separate item should be clearly labelled with the child's name too. We will store the clothes at school for use in the event of a toilet accident or the clothing becoming wet or soiled during play. If your child needs to use their spare clothes for any reason then please make sure that you send a new set to school the following day.



Positive Behaviour

At BSA, we aim to recognise, encourage and reinforce positive attitudes and behaviour to develop positive relationships and the whole child.

Recognition and Encouragement

The EYFS teachers and TAs look to catch children in the act and praise kindness, good communication, perseverance, helping to tidy up, etc. in the moment.

Recognition and Reinforcement

In the EYFS a Star of the Week certificate is awarded to pupils for special effort or attainment throughout the week. The Star of the Week then attends a Tea Party with the Head of School to celebrate their success.

Each half-term the EYFS have a focus value. Children who display and show great effort in this value receive the weekly Values certificate, and are given the opportunity to take care of the Class Bear. The child takes the bear and his diary home for the weekend and on return to school, they share all the activities they enjoyed together.

Each EYFS class also has a marble jar. When the whole class displays good attitudes or work well together, a marble is added to the jar. Once the jar is full, the whole class is rewarded with a celebration event, such as a class party.

In addition, individual teachers may acknowledge children's positive behaviour, effort or work with stickers or stamps. Rewards are not given to children for displaying only expected behaviours. When stickers or stamps are used, teachers will explain to children why they are receiving the reward.

Communication with Parents

In the EYFS at BSA, we value our positive partnerships with parents and want you to feel informed about your children's learning and experiences at school. We communicate regularly with parents through the following channels.

Tapestry



We use an online learning journal called, Tapestry, as an interactive learning platform. It is an effective way for teachers and TAs to record and share what is happening in the classroom. Tapestry allows us to document and track the children's learning, progress and attainment with each child having their own online journal, which follows them into KS1.



Engage

Engage is an online platform we use across the school. Here teachers and admins will share letters and important information such as your child's school report. Teachers will post updates on whole class learning, as well information on upcoming events and will communicate any important notices to you via this portal. This will be the school's only form of communication, where both teachers and parents can message each other. Therefore, it is imperative that you sign up to the platform as soon as possible to ensure you do not miss any information or messages.

Newsletter

You will receive whole school information, news and updates on learning in the BSA Newsletter, which is published fortnightly.

Instagram

We post regular weekly updates on our schools Instagram page, celebrating and showcasing learning and special events. Please follow us on Instagram by using the link below.

Baseline Assessment

When your child starts in Nursery, their teachers will spend the first 4 weeks getting to know them through a baseline assessment. The baseline assessment builds a 'picture' of your child looking at: well-being, characteristics of effective learning, prime areas and specific areas.

Teachers will capture the baseline assessment through:

- Observations of children's play and interactions
- Planned activities in the provision
- Speaking with parents
- EYFS entry parental questionnaire

Children will only be assessed when they are displaying high levels of involvement and well-being as we recognise that the most important job at the start of the year is to ensure that your child makes a happy and settled transition into Nursery.

Once children are happy and settled at Nursery the staff can then use the information from the baseline assessments to carefully plan and prepare an engaging and stimulating learning environment filled with exciting opportunities for your child to interact with and explore. For this reason, it is important that you share as much information with your child's teacher as possible: especially about your child's interests and the things that excite them.

Foundation Stage - PE Arrangements

FS1 children have two PE sessions a week with our specialist teacher, Ms. Bassma, supported by the class TA. All children must wear the PE uniform to school on the days they are scheduled to have PE.

FS1 will have PE on Tuesdays and Thursdays.

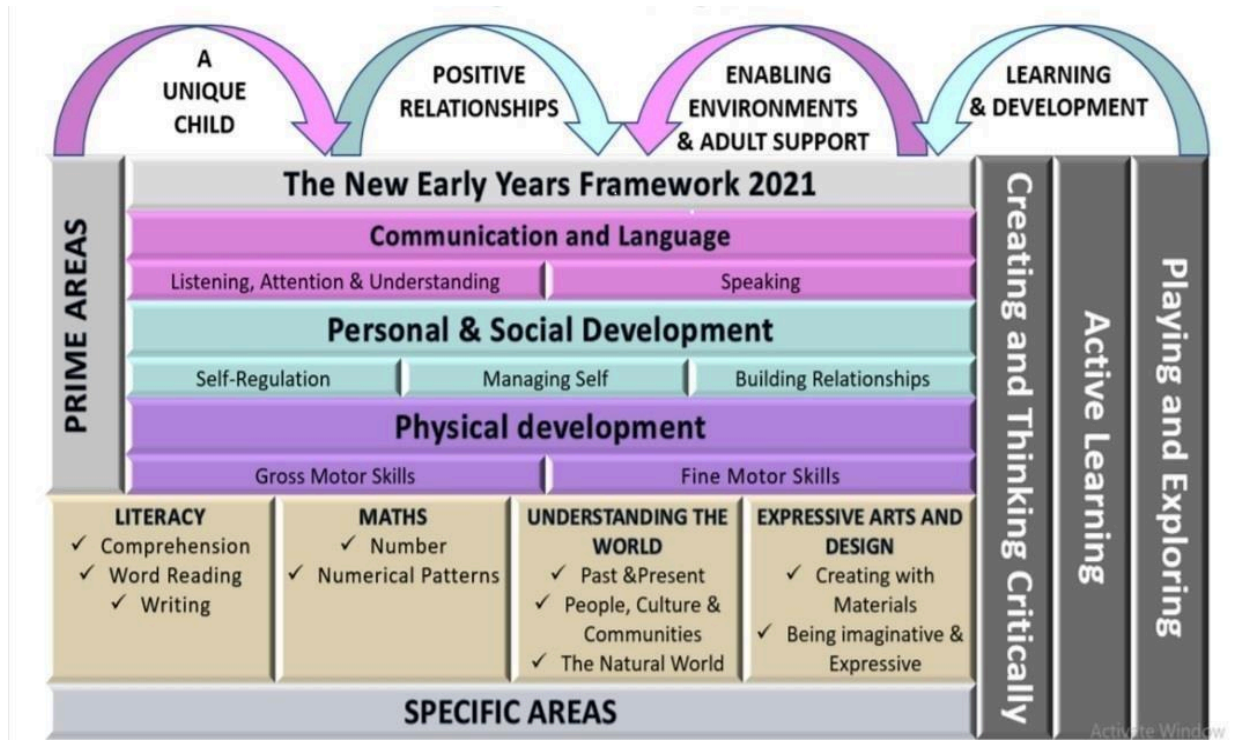
Library

The FS1 children will visit the library each week and will begin to bring a library book home after the first half term. They will change their library book each week during their scheduled library session and will bring it home in their folder. Please share these books several times with your child and consider telling the story in your home language as well as reading it in English. Talk about what is happening in the pictures and ask your child questions about what they can see and what they think might happen next.

Please encourage your child to take care of the library books and return them to school on the correct day. If your child loses or damages a book, you will be asked to pay the cost of replacing it.

FS1 children will visit the library each week on .

The Early Years Foundation Stage



What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (EYFS) is the stage of education and development from birth to the end of the Reception year (FS2).
- The EYFS recognises that children learn best through play and active learning.

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Areas of Learning

The Early Years Foundation Stage Curriculum comprises the Prime and Specific areas of learning.

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

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

More information on the Early Years Foundation Stage Framework and Curriculum can be found in the FS1 Curriculum Overview Booklet.

Additional Learning Needs

At The British School, Alexandria we aim to offer an education of the highest quality; we believe that each and every pupil should be given the opportunity to achieve their best through a fully inclusive education. The British School models this policy on the principles of the English educational guidance document entitled “Special Educational Needs Code of Practice (revised 2011)” as well as the more recent SEND code of practice January 2021, which amongst several ideas, promotes the principle that a child with an ALN should have their needs met in a mainstream classroom and that there should be high aspirations for ALN students. It is also important that there is early identification of SEN, followed by early intervention and that the students themselves are involved in decision making in relation to any special provision.

The areas of need are usually defined as:

- Communication and interaction – speech and language disorders, autistic spectrum, mutism.

- Cognition and learning – Specific Learning Difficulties, including dyslexia, dyspraxia; Severe or Profound Learning Difficulties (multiple difficulties present) or Memory Difficulties.
- Social, Emotional and Mental Health – isolated, disruptive, hyperactive behaviour (ADHD); lack of concentration (ADD); immature social skills, eating disorders; challenging behaviour.
- Sensory/physical needs – visual/hearing/multi-sensory impairment; physical disability; medical conditions

Miss Aimie Evans is the Head of Additional Learning Needs department at the BSA. If your child is in need of support to catch up with learning, develop their skills or it is believed they may have an additional learning need, they will be supported in a range of ways:

- In class support through a variety of different teaching strategies or resources
- In class support through additional adults such as a Learning Support Assistant or additional charge services through SEN Support,
- Out of class interventions and support ran by a Learning Support Assistant or additional charge services through SEN Support,
- Differentiated timetables which work around the learning needs of your child.

You will be informed and included within the planning process if your child is receiving additional support in these ways.

If you have any additional questions, queries or information regarding the above process, please contact A. Evans via email on aevans@bsalex.net