



Inspiring learning for life

Acting Headteacher: Mr J Niedzwiedzki, BA (Hons), PGCE

Dear Parents

BRITISH SECTION FOUNDATION STAGE

Thank you for choosing the Foundation Stage of the British Section of SHAPE International School. The Foundation Stage 1 class is located in building 708A in the purpose built section of the International Kindergarten. The Foundation Stage 2 class is located in the main school building 702.

The Foundation Stage follows the British Early Years Foundation Stage Curriculum and is staffed by British personnel who operate under the day-to-day management of the Foundation Stage Leader. SCE Schools are inspected regularly by HMI under the Ofsted framework for school inspections. In the inspection report of February 2014 the British Section was described as "an outstanding school".

We aim to help children to develop physically, intellectually, emotionally and socially through the medium of a carefully structured play-based curriculum. This is done with the close co-operation and the support of parents who have an enormously important role to play at this early stage of a child's development.

We hope that your time here in SHAPE will be a happy and productive one and we look forward to welcoming you and your child to the British Section.

Yours sincerely

Mr J Niedzwiedzki
Acting Headteacher
British Section
SHAPE International School



FOUNDATION UNIT AIMS



Our aim is to provide a happy, secure and stimulating environment where children may develop their own potential to the full, and become enthusiastic and motivated learners. Our children are recognised as individuals and their academic, physical and pastoral needs are equally catered for so that they grow and develop at their own pace.

Through a play-based curriculum they develop key skills which will underpin all their future learning.

The play-based curriculum is carefully structured to meet the needs of all children. There are opportunities for children to engage in activities planned by practitioners as well as those that they plan or initiate themselves. By choosing activities for themselves children have a greater sense of motivation and ownership of their work, promoting independence as the children learn to resource themselves and plan their own time.



THE EARLY YEARS FOUNDATION STAGE CURRICULUM

The curriculum is split into the Prime and Specific Areas of Learning outlined below and practitioners also evaluate the effective characteristics of a child's learning. To do this we promote playing and exploring, active learning and critical thinking skills.

The Prime Areas of Learning

The Prime Areas of Learning run through and support all other areas of learning. The Prime Areas of Learning are personal and social development, physical development and communication and language.

Communication and language development involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.



Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Personal, social and emotional development involves helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities.

The Specific Areas

The specific areas include essential skills and knowledge. They are Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. The children follow a detailed letters and sounds programme, which starts in FS1 with phase 1 phonics and continues on into FS2, year 1 and 2.



Mathematics provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.



Understanding the world guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



The Learning Journey

Every child in our Foundation Stage 1 and Foundation Stage 2 use an on-line Learning Journal called Tapestry. This Journal records photographs, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's learning during their time with us. It contains a range of information gathered by staff and parents. Staff make a judgement about a child's learning through careful and systematic observation. This enables us to monitor children's progress which is tracked against the Early Years Foundation Stage *development matters* statements. Throughout each week a wide range of experiences are planned for the children, which are linked with the children's own interests as well as ensuring that every child's needs are met. The children have opportunities for self initiating their own activities. Parents are asked to contribute to the learning journey record from time to time, and regularly have informal meetings to discuss their child's progress. At the end of FS2, pupil's attainment is measured against the early learning goals.



THE IMPORTANCE OF PLAY

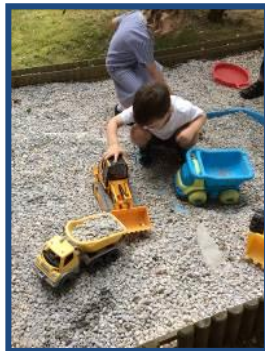
Well-planned play both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. The adults in the Foundation Stage support children's learning through planned play activities. They use effective questioning to extend and develop children's language and communication in their play

There must be a sound structure to all that the child does and s/he must be shown how to use what s/he learns. By using or doing the child understands; by using and understanding s/he learns. This means that structured play facilitates and enhances learning, helps to test theories and compounds

knowledge. Active learning means that the child has an interest in what s/he is doing. S/he is fully involved in anticipating and solving problems.

The mental struggle to reach a solution is very important in this process. The rather 'tatty' model brought home in triumph may not be technology to an adult's eyes, but to the child it will represent many problems that s/he has had to identify and overcome.

Parents and teachers are of great value in encouraging a child to develop logical reasoning processes and positive attitudes. Your interested questions as to how and why s/he came to make this model, chose these particular materials, or what s/he's going to do next, will let him/her see that the work is valued and will demand a thoughtful response. This will help to increase confidence and extend reasoning and language.



Organisation of the Foundation Stage

Foundation Stage 1 is located in the SHAPE International Kindergarten, building 708A. The FS1 class is based in room 143/142 with additional use of rooms 140/141.

The FS2 class is situated in the main school building (building 702). They have a spacious classroom with access to an outside area and garden. FS1 and 2 participate fully in joint activities as well as being active participants in all whole school events.



Staffing in the Foundation Stage

Acting Headteacher Mr N. Niedzwiedzki

Foundation Stage Leader Mrs E. Brown

Foundation Stage One (FS1) Staff

FS1 teacher Mrs E. Brown

Key worker 1 Mrs C Hughes

Key worker 2 Mrs R Hodgson

Key worker 3 Mrs L Grant

Extended Day Care Team

EDC Team leader Mrs T Pattenden

EDC Keyworker Mrs L Roberts

Foundation Stage Two (FS2) Staff

Class Teacher Mrs L. Tarpey

Key worker Mrs R Curry

French Teacher Miss O Manna

Telephone: 065 445283
email: shape.admin@modschoools.org

Parents in Partnership

In the Foundation Stage we work hard to establish a successful partnership with parents. Evidence shows that where parents and practitioners work together in early years education the results have a positive impact on children's development and learning.

On entry into the Foundation Stage there will be opportunity for you to meet with practitioners to discuss your child's development. This is a crucial part of your child's start to their education. We try to ensure that our arrangements for settling in are flexible enough to allow time for children to become secure and for staff and parents to discuss each child's circumstances, interests, skills and needs. We encourage daily contact between parents and practitioners, and members of staff are available for informal discussion at the start and end of each session. You could use this opportunity to share information about your child's behaviour at home, any health issues or family circumstances, e.g. if a parent is away, or if Grandparents are visiting. There are termly questionnaires to parents to enable us to find out more about each child's interests at home as well as holding termly parent/practitioner consultations to enable staff to share learning journey records with parents.

We also aim to keep you informed of events in the unit and the curriculum through the weekly school newsletter each Friday. We actively encourage you to contribute to your child's learning journey through taking part in our weekly home link activity! These activities are an opportunity to reinforce your child's learning at home or are an introduction to forthcoming work. We always plan a follow up to the home link activity in class and provide time for the children to share their experiences with their peers. We ask parents for feedback on the activity by communicating with us in the home link book.



We want and really value your support.

Other Information

Session Times



FS1 **08.45 to 12.00 morning session (no cost)**

From September 2017 we will also be offering Extended Day Care for FS1 this will run **12.00-15.15 (Monday–Thurs) and 12.00-15.00 (Fridays)**. The provision will be staffed by a EDC supervisor and keyworkers, and will be managed by the Foundation Stage Leader. The EDC is situated in building 708 (British Section Kindergarten). Further information about **eligibility and charges** will be available from the main school office in the summer term 2017.

(It is possible for children to attend the International Kindergarten during the afternoon, please see attached letter.)

FS2 08.50 to 12.15 morning session
 13.15 to 15.25 afternoon session (Monday – Thursday)
 13.15 to 15.00 on a Friday afternoon only

FS1

The morning session for FS1 starts at 8.45 for a 9.00am start. Please feel free to use the kindergarten playground equipment before the start of the session. At 8.45am a member of staff will come outside to meet the children. FS1 parents are asked to bring their child into the setting and support them to change into their indoor shoes. Please note that during session times the internal doors in FS1 are kept locked for security reasons. Should you arrive late, or need to pick up your child early, please ring the bell. At the end of the FS1 session, parents are asked to pick up their child from the FS1 classroom. We would ask that all parents ensure they collect their child promptly, as failure to do so will cause them unnecessary worry.

FS2

FS2 pupils are brought into school by a member of staff from the yard adjacent to the classroom. The children are encouraged to develop their independence through taking care of and organising their own belongings.

FS2 pupils meet their parents in the playground beside their classroom in the main school.

Uniform

There is an expectation that children in FS 1 and FS2 wear uniform.

The children in FS 1 may wear a polo shirt and school sweatshirt but can choose to wear something that fits comfortably on the bottom half. This may include leggings, trousers or a comfortable skirt. School jumpers and cardigans will be available from the main school office.

Please label everything clearly.

Winter Uniform

Polo shirt	(white)
Sweatshirt / cardigan	(navy)
Trousers or skirt	(Grey, black or navy)

Summer Uniform

As above, but with the additional option of dresses instead of trousers for girls

P.E. Kit (FS2 only)

Shorts, House t-shirt and plimsolls

This needs to be kept on your child's peg in a draw-string bag or a small rucksack.
A house T shirt is available for all children in school and is purchased from the school office.

Spare clothing

We would suggest that you provide a full spare set of clothes for your child in the event they get wet or muddy through messy play.



Reading Bags

We recommend that your child has a book bag. Please ensure you check the book bag on a regular basis for any correspondence.

Footwear

It is school policy that FS1 pupils have to change their shoes on arrival at school. We would ask that you provide a pair of dark shoes or pumps that your child can wear indoors. We access the outdoor learning environment daily so we also require you to provide a clearly named pair of Wellingtons for your child. Both pairs of shoes should be kept under your child's peg. Please ensure that your child has suitable clothing for all weathers; scarf, hat and gloves for the cold, and a sun hat during summer months. Members of staff are not allowed to apply cream.

Sickness



We would ask for your support by keeping your child at home if they are unwell. Please ensure that you telephone school on 065 445283 if your child will not be at school. It is school policy that children should be clear of sickness and/or diarrhoea for 2 days before returning to school. In the event of your child having an infection such as chicken pox or measles, please inform us as soon as possible.

Health

If your child has an ongoing health issue, it is essential that you keep us informed. This may include allergies, asthma, vision and hearing problems. Health issues can often impact on a child's development and progress in school. If we are aware of your child's needs we can ensure that we meet them more effectively.

Toileting

It is important that on entry into FS1 children are independent in using the toilet. We understand that from time to time accidents do happen. **Please provide your child with a spare pair of pants and socks/tights**, which should be kept in a small bag on your child's peg. We do have a small amount of spare uniform. Please ensure that if your child borrows some, it is washed and returned to school as soon as possible.

Emergency Contact Information

Please ensure that you inform the main school office on 065 445283 of any changes in telephone numbers or address. You are asked to provide an emergency contact number in the event your child is unwell, and we are unable to get hold of you. Please ensure that you keep this up to date.



Parental Permission Slips

We provide parental permission slips for children in FS1 in the event of somebody else collecting your child at the end of the school day. Please ensure that you notify us by completing a permission slip and giving it to a member of staff. Please notify the main school office in the case of children in FS2.

Holidays

Family holidays should not be taken during term time according to MOD schools. Request for exceptional term time leave can be completed at the school of office or downloaded from the school website

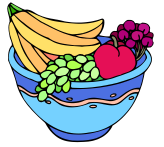
Toys



We would ask for you to support us by not allowing your child to bring toys into school. From time to time, children are asked to bring in something to show as part of a topic.

Snack

Snack time provides a wealth of learning opportunities. Children are involved in preparing their own snacks as well as trying a range of different foods. It is a social time where we sit in groups, listen to one another and help serve our friends. We ask parents for a termly contribution of €30 Euros paid in advance. This provides a drink and snacks' every day. It also contributes to the ingredients your child uses as part of cooking activities which are a valuable part of the curriculum.



Packed Lunches

FS2 pupils can have a packed lunch or hot dinner. Please inform the School Office of your choice. It is school policy that we promote healthy eating; therefore, please do not send fizzy drinks, sweets or chocolate bars into school. FS2 children eat their dinners in the main school hall.

Library Visits

Each class visits the library once a week and your child will have the opportunity to borrow a book to take home and share. We would ask that you send the library book into school in the plastic folder provided. It is essential for this to be returned each week to allow your child to choose a new book for the week ahead.

Reading in the Foundation Stage



Children take part in many shared reading experiences within the Foundation Stage. Reading is not just about learning to read print and there are lots of ways you can support your child in early reading skills.

One of the most important elements of early reading skills is the recognition of rhyme and pattern. Sing or chant nursery rhymes with your child and encourage them to move in an appropriate way. Clap out the rhythm in rhymes and words. This develops an enjoyment of rhyming and rhythmic activities which supports children in becoming confident readers.

It is important to read stories and share books with your child regularly. Let them join in with traditional and favourite stories and predict what is going to happen next. Use picture books to tell stories and develop your child's vocabulary. Your child will have opportunity to visit the library every week and bring home a book of their choice. At this stage you will help us by:

- ★ Letting your children see you read. It is important that we give the message to young children that as adults we too read for pleasure and information.
- ★ Helping children to learn how books work.
- ★ Talking about the features of books, e.g. the cover, pages, pictures etc.
- ★ Showing children where stories begin and end.
- ★ Showing them how to turn over pages and treat books with care.
- ★ Reading books with repetitive pattern and rhyme.

In Foundation Stage 2 children are introduced to a more formal approach of reading using a range of books including those that are more structured from a reading scheme as part of their guided reading. Children have structured phonics lessons in FS1 and 2. More information regarding reading in FS2 and FS1 is discussed with parents at our reading workshops.

School Governance Committee

The British Section has a School Governance Committee (SGC) which fulfils the function of a Board of Governors. The SGC is made up of parent representatives, parents and teachers, and is usually chaired by a representative of the UK NMR. Any issues, which need to be raised with the SGC, should be raised with the school in the first instance or with your parent representative. A list of SGC members is on display in the main school building and website along with copies of the minutes of all meetings.

Parent-Teacher Association

In addition to the School Governance Committee the school has an active PTA which concerns itself with the social as well as the academic side of school life. All parents are automatically members of the PTA. Please support your PTA's efforts to raise additional funds for your children's school. The PTA is a very useful focus for you to gain further knowledge about our school. A list of the PTA Committee Members is on display in the main school and the minutes of meetings can also be read here. If you would like to become an active member of the PTA we would be delighted to hear from you.

Confidentiality Policy

The Foundation Unit's work with children and families will sometimes bring members of staff into contact with confidential information. To ensure that those working in and using the Foundation Unit can do so with confidence we will respect confidentiality in the following ways:

- ★ Parents will have ready access to the files and records of their own children but will not have access to information about other children.
- ★ Staff and voluntary helpers will not discuss individual children, other than for the purposes of curriculum planning and group management, with people other than the parents/carers of that child.
- ★ Information given by the parents/carers to the FS staff will not be passed on to other adults without permission unless child protection issues are involved.
- ★ Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly concerned with making personnel decisions.
- ★ Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's Key Worker/Supervisor and the Headmaster, as necessary.
- ★ All the above undertakings reflect the strong commitment of the British Section to the safety and well-being of children in its care, and are to be considered in conjunction with extant SCE Standing Instructions concerning Child Protection.

Belgian Insurance

Belgian legislation requires that all school children are covered by a mandatory insurance policy. This is covered by the UK Government financial contribution to SHAPE International School.

If you should require any further information regarding the Foundation Stage, please do not hesitate to contact the FS team.

Mrs E Brown

April 2017