



Foundation Stage Handbook

Jebel Ali School

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JAS School

Welcome to JAS Foundation Stage

We are a community school, working in partnership with parents and see a child's learning journey as a collaboration between home and school. All children have their own interests, character and temperament and as a parent, you will have played a large part in your child's education already.

At JAS we believe that children learn best when they are happy and well-motivated. In the Early Years, we focus on fostering a love and excitement for learning at a young age through child-initiated play in safe and stimulating indoor and outdoor environments.

What is the Foundation Stage?

The Foundation Stage is the start of a two year learning journey based on the UK Early Years Framework which sets the standards for development, learning and care of children from birth to five years old. It can also be referred to as EYFS and FS.

Foundation Stage One, known as FS1 or F1, is the next step after nursery and children enter this phase in September at 3 years old. Other curriculums may refer to FS1 as Pre-KG or as pre-school.

Foundation Stage Two, known as FS2 or F2, follows FS1 and children enter this phase at 4 years old. Other curriculums may refer to FS2 as KG1 or pre-school.

The Foundation Stage provision provides a wealth of benefits to the children and families within our care. All our teaching staff are passionate about the Early Years and hold Qualified Teacher Status (QTS). This ensures that the children are being taught by practitioners with degree level qualifications and a wealth of knowledge from their time and experience in the Early Years.

Each class across the Foundation Stage has a full time Learning Assistant to support the teachers in the delivery of the EYFS curriculum. A full time Hygiene Assistant is also based in every FS1 classroom.

As Early Years practitioners, we encourage children to complete the two years of the Early Years curriculum. This helps them to build relationships and establish school routines ready for entering the Primary School.

The Foundation Stage Curriculum

We believe in a well-rounded approach to child development and deliver the FS curriculum through planned, purposeful play with a balance of adult-led, and child-initiated activities. Our FS staff provide opportunities to extend children's learning and experiences through the development of the 3 Characteristics of Learning:

1 - Playing and Exploring (Engagement)

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

2 - Active Learning (Motivation)

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

3 - Creating and Thinking Critically

'Having their own ideas' covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.



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Areas of Learning and Development

The FS curriculum is planned around **3 prime areas and 4 specific areas** of learning and development; all areas are important and inter-connected.

The **3 prime areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

1 - Communication and Language (C&L)

Children are given opportunities to speak and listen in a range of situations, to develop their confidence and skills in expressing themselves.

2 - Physical development (PD)

Children develop their coordination, control and movement. Children also understand the importance of physical activity, and how to make healthy choices in relation to food.

3 - Personal, Social and Emotional Development (PSED)

Children develop a positive sense of themselves and others, form positive relationships and develop respect for others. They develop social skills, learn how to manage their feelings, understand appropriate behaviour in groups and have confidence in their own abilities

Areas of Learning and Development

These **4 specific areas** include essential skills and knowledge for children to participate successfully in society:

- Literacy (Lit)

Children begin to link sounds and letters and develop pre-reading and pre-writing skills.

- Letters and Sounds

In the FS, we use Letters and Sounds as our phonics resource. It aims to prepare children for learning to read by developing their phonic knowledge and skills. [This website](#) will give you more information about the Letters and Sounds Phonics programme.

- Handwriting

Children develop their fine-motor control through many different activities. These include cutting and sticking work, tracing, drawing and painting, and dough modelling. We teach the children cursive font at Jebel Ali School, which starts in FS1. If cursive writing is taught from the start, only one style is needed. Letters all start in the same place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q. Cursive letters have a lead-in/entry stroke so that every lowercase letter starts on the line. Children love mark making with pens, pencils, crayons etc and it is important that your child uses a correct pencil grip from an early age: <https://www.youtube.com/watch?v=V4nDMFAw4II>

- Mathematics (Maths)

Children develop skills for counting, number recognition and one-to-one correspondence and describe shapes, spaces and measures.

- Understanding of The World (UW)

Children are encouraged to make sense of the physical world, the community and technology.

- Expressive Arts and Design (EAD)

Children share their thoughts, ideas and feelings through a variety of activities in art, movement, dance, role play and design and technology

Foundation Stage Specialist Staff

The children also enjoy lessons by **specialist staff** in the following subjects:

- PE

FS children have PE twice a week and experience a wide range of activities, including dance, swimming and gymnastics to develop their physical skills. The FS1 shared area is set up with Fs specific climbing apparatus to further develop their gross motor skills within the FS building.

- Arabic

FS have their own dedicated Arabic teacher who immerses the Arabic language into the children's play and interests.

- Music

Music is taught as a stand alone subject in FS2 and children are introduced to percussion instruments and a repertoire of songs. In FS1 Music is incorporated with Movement, giving the children opportunities to express themselves. Both FS1 and FS2 take part in a Festive Assembly where they sing a melody of festive songs for their parents and carers.

- Library

We encourage the children to read a range of material, both non-fiction and fiction, and have a well-resourced library in FS. FS children are also invited to visit the Main Primary Library after school with their parent/carer once a week.

- Computing (FS2 only)

FS2 children are taught computing to support their learning and develop their skills on computers and ipads. They also learn how to program simple programming toys such as Beebots. All FS children have access to ipads within their own classrooms.

Assessment and Reporting

FS staff assess the FS children constantly throughout the year. Assessment is informal and often involves the teacher or learning assistant observing the child in a variety of situations. The child is usually not aware they are being assessed.

These assessments help the teacher plan and set up opportunities for each child's learning needs, these are often referred to as "next steps" in learning. Parents receive regular feedback about their child's learning both informally at the classroom door during drop off and pick up and formally via an app called Seesaw, at parent-teacher consultation meetings and through an end of year written report.

First Days at JAS

Prior to joining FS, the child's class teacher organises a remote home meeting with each parent and child. This enables the child to meet their teacher in advance of their first day at JAS and gives parents the opportunity to raise any concerns or queries they may have.

No matter when your child starts in FS at JAS, whether at the beginning of FS1 or part way through FS2, we spend the first 2 weeks settling your child into the classroom routines, supporting and encouraging friendships. During this time we evaluate your child's starting points for learning.

After 2 weeks we hold a face to face meeting with the class teacher and parents to discuss how each new FS starter is getting on.

Children joining FS are expected to be able to do the following independently:

- Use the toilet hygienically, i.e. flush every time and wash and dry hands; please refer to our **Toileting and Intimate Care Policy**.
- Dress and undress for Splash Day, including managing buttons and zips and turning clothes the right way out.
- Put on their socks and shoes (no laces).
- Open and close their lunchbox.
- Follow simple instructions.
- Use kind hands.

All FS children wear a school uniform, as this enables them to develop a sense of identity with the school.

FS Events and Special Days

During the year, FS1 and FS2 children take part in many school wide events which include:

- FS Festive Singing

Children will sing a melody of seasonal songs

- Dress Up Days

Children in FS take part in many different non-uniform and dress up days. Some of these include: Book Character Day, International Day, UAE National day, Odd Sock Day, JAS goes Green Day and Chinese New Year. Parents are notified of the dates and required dress near to the time of the event.

- Celebrating Birthdays

We know FS children love to celebrate their birthdays and have a Birthday Book Box located in the FS Office. Children may choose to purchase a book for 50 dhs on their birthday for our FS Library. On purchasing a book, an insert is placed inside the front cover with the child's name on and the book is placed in the FS Library.

Attendance and Punctuality

The Foundation Stage is the most important of all school years and prepares a child for their learning journey through school.

It is important that FS children attend school daily in order to make both pastoral and academic progress. **School starts at 7.40am.**

FS1 should not be seen as an optional year; some parents think the children just come to school and 'play' and that missing school will not cause any issues. We cannot emphasise enough how important attendance is in FS1 and expect children to have good attendance and punctuality.

After School Care runs until 2:30pm for FS1 children only.

Behaviour and Discipline

At JAS we wish every child and adult to behave in an appropriate way to each other.

Good behaviour must be consistent throughout the school in order that a safe, orderly, positive and happy environment can be established for all members of the school community. All children have the right to learn, and teachers have the right to teach. We regard trusting relationships and cooperative teamwork as essential for learning and self-development to take place.

Our full Behaviour Policy is on our website.

Our general expectations of behaviour are:

- Think before you act.
- Take responsibility for your own actions.
- Treat others as you would like to be treated yourself.
- Consider the feelings of others.

The school has adopted a positive reinforcement approach to behaviour.

Our agreed code of conduct is as follows:

- We are gentle
- We are kind and helpful
- We are hard-working
- We look after property
- We listen to others
- We are honest
- We are well-mannered

Toileting in FS

The children are expected to ask to go to the toilet as and when they need to and remain dry throughout the day. When using the toilet children are expected to be able to remove their own items of clothing, access the toilet independently, clean themselves independently, redress themselves independently and wash and dry their hands independently. A hygiene assistant is always on hand when a child is in the bathroom area to offer support and encouragement but will not assist in the actual process itself.

Toilet and Intimate Care Policy

- Intimate Care Definition

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs.

- Parent Responsibilities

Parents will endeavor to ensure that their child is fully toilet trained before admission to school. School is not responsible for toilet training a child. Parents must inform the school if a child is not fully toilet trained before starting school, after which a meeting will then be arranged to discuss the child's needs with the class teacher. If there is a medical reason for the child not being toilet trained the nurses will be involved in putting together a plan of care (see Exclusions to the policy).

Parents of children in FS1 and FS2 will be required to provide spare clothing. Parents of older children who have regular toileting accidents will also be required to provide spare clothes.

- Staff Responsibilities

Teachers and other school staff have a duty of care to act like reasonably prudent parents. Intimate care routines should always take place in an area which protects the child's privacy and dignity. Appropriate support and training should be provided when necessary. The number of staff engaged in toileting or intimate care procedures should only reflect the minimum needed to perform the task safely and respectfully. Each situation should reflect both the safety and vulnerability of children and staff. There are no regulations that indicate that a second member of staff must be available to supervise. However, in some instances it may be appropriate for two members of staff to change/support a child, for example if a child gets very distressed or has made an allegation previously. In all cases staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.



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