



# **British School Salalah**

## **EYFS Parent Handbook**

September 2022

# INTRODUCTION

Dear Parents

On behalf of the Staff, Children, Parents and Governors I am delighted to welcome you and your family to British School Salalah (BSS).

We are a vibrant, multicultural community made up of students from over 32 different nationalities. Our staff and students are united by the medium of the English language in a caring, kind and happy atmosphere which resonates throughout our school.

Your child is about to embark on one of the most important journeys of their life. School and a path to learning now and in the future. Our philosophy is to nurture and celebrate the whole child with a focus on wellbeing and high levels of engagement. We endeavour to create a cosy, fun and motivating learning space where the children's passions are ignited, encouraged and supported. Through high levels of wellbeing and engagement we support your child in developing the skills and attitudes to enable them to be successful learners. Our aim is to inspire them to embrace the joy of discovery and the curiosity to know more.

It is a recognised fact that children learn more between the ages of 0-5 years than at any other time in their life! The Early Years are a crucial time in your child's education; ideas and attitudes formed at this stage will have a profound effect on their approach to future learning. We are passionate and highly committed to providing your child not only an engaging learning environment, but one in which they can feel safe and secure and valued. We understand how this can be an anxious time for parents as well as children and we hope that you will find this handbook helpful. We look forward to working in partnership with you to ensure that your child gets the very best from being in the Foundation Stage at British School Salalah.

I look forward to meeting you.

Kind regards,

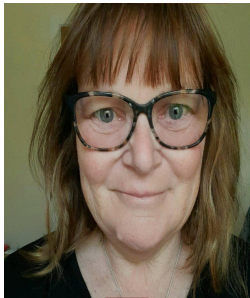
**Ms Jenny Maslen**  
**Head of School**





## Who is who?

We have a strong team of teachers, teaching assistants as well specialist inclusion support and pastoral care. This ensures all of the children in EYFS benefit from excellent support as well as high adult to child ratios.



Ms Cooke -  
EYFS Leader &  
FS2 Teacher



Ms Fenby -  
FS1 Teacher



Ms Hajer -  
Teaching Assistant



Mrs Loughran -  
Teaching Assistant



Ms Fatima -  
Teaching Assistant

## School Governors

The board of governors plays a key role in directing the strategy of the school and ensuring it is in line with best British practice. It is comprised of a Chair of Governors and Board members at British School Muscat - our sister school - and 3 Governor Committee Members, including a Parent Governor, in Salalah.



Hind Hubais -  
Lead Governor



Tim Hathaway -  
Parent Governor



Jerry Bradnam -  
Governor

# School Context & Learning Ethos

## New Pupils

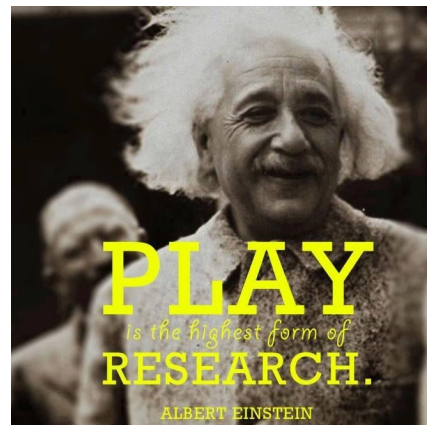
To help children settle in, new students are paired up with a designated 'buddy' within their class. This child is responsible for looking after the new child during the first few days or weeks as necessary. This will help your child to make friends and become more confident in the first few weeks of school. If your child is having difficulty settling, please speak to your child's class teacher.

## Our Curriculum

At BSS we follow the National Curriculum for England and Wales including the [Early Years Foundation Stage Curriculum 2021](#). Early Years Foundation Stage (EYFS) covers the education of children from birth to 5 years of age. The classes in EYFS are [Foundation Stage 1](#): 3-4 year olds and [Foundation Stage 2](#): 4-5 year olds.

Foundation Stage 1 is referred to as FS1 and Foundation Stage 2 as FS2.

The EYFS statutory framework is supported by guidance from [Development Matters](#).



The aim of the curriculum is to provide the children with learning experiences based on their interests and their different starting points, whilst creating opportunities for the children to explore, discover and learn through **play**!

## The Seven Key features of effective practice in the Foundation Stage are:

- 1) The Best for Every Child** - all children deserve to have an equal chance of success taking into account the background and experiences of each individual.
- 2) High quality care** - the child's experience must always be central to the thinking of every adult, children thrive when they feel cared for and know they are safe.
- 3) The Curriculum; what we want children to learn** - to provide a flexible curriculum which is ambitious, carefully structured and often driven by children's interests.
- 4) Pedagogy; helping children to learn** - children are powerful learners. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. A well-planned and resourced learning environment, indoors and outside, is an essential element of any setting.

**5) Assessment; checking what children have learnt** - assessment is about noticing what children can do and what they know. Effective assessment requires practitioners to understand a child's development and be clear what they want a child to learn and achieve.

## **6) Self Regulation & Executive Function**

Executive function, children will develop the ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour

These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult

Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

**7) Partnership with Parents** - It is important that relationships between parents and school are strong and respectful. This sets the scene for children to thrive in the Early Years. Some children get much less support for their learning at home than others. It is important that all parents chat, play and read with their child. *The help that parents give their child at home has a very significant impact on their learning.*

## **The Areas of Learning and Development**

There are seven areas of learning and development that shape the Early Years Curriculum. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *Prime Areas*, are:

- **Personal, Social & Emotional Development**
- **Communication & Language**
- **Physical Development**

There are four specific areas that build upon and allow the three Prime Areas to be strengthened and applied. The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding of the World**
- **Expressive Arts & Design**







## Characteristics of Effective Learning

Teaching and learning in the Early Years is driven by the following three characteristics:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## BSS Learning Ethos

The Characteristics of Effective Learning are underpinned by the school's Learning Ethos. These are a set of learning behaviours and attitudes that are designed to help children socially, emotionally and academically. There are a total of 12 Learning Ethos behaviours and attitudes promoted across the whole school. In the Early Years Foundation Stage these are simplified and we focus on a set of 6 core attitudes and behaviours. The remaining 6 are introduced in Year 1.

Secure Individuals	Resourceful Learners
<b>Confident Lion</b> <ul style="list-style-type: none"> <li>• <i>Talking about ideas clearly</i></li> <li>• <i>Enjoying new challenges</i></li> <li>• <i>Being confident in saying and doing</i></li> </ul> 	<b>Collaborative Meerkat</b> <ul style="list-style-type: none"> <li>• <i>Finding out what other people think</i></li> <li>• <i>Finding answers with other people</i></li> <li>• <i>Including other people</i></li> </ul> 
<b>Risk Taking Cat</b> <ul style="list-style-type: none"> <li>• <i>Thinking, then having a go</i></li> <li>• <i>Finding new ways to solve a problem</i></li> <li>• <i>Doing things differently to do them better</i></li> </ul> 	<b>Resilient Spider</b> <ul style="list-style-type: none"> <li>• <i>Changing when I need to</i></li> <li>• <i>Keeping going even when it is hard</i></li> <li>• <i>Not being put off by my mistakes</i></li> </ul> 
<b>Responsible Bee</b> <ul style="list-style-type: none"> <li>• <i>Choosing right from wrong</i></li> <li>• <i>Being honest about mistakes</i></li> <li>• <i>Coming ready and prepared for school</i></li> </ul> 	<b>Reflective</b> <ul style="list-style-type: none"> <li>• <i>Thinking and talking about what I have learnt</i></li> <li>• <i>Improving what I have learnt</i></li> <li>• <i>Using what I've learnt to make choices</i></li> </ul> 

## Extra-Curricular Activities

Extra-Curricular activities (ECAs) begin from KS1 in Year 1.

## Home School Experiences

### EYFS

All children go home with 2 library books a week. Children independently choose books from a wide range of texts based on their interests from our lovely library. Your child will not be able to read these books but they will love to hear you read them to them, often over and over again!

### FS2 only

Home Readers - these are sent home once your child is in FS2. Reading books will be at the age and stage of your child's reading level. The first books to go home will ALWAYS be wordless, regardless of ability. This supports your child in getting to grips with the language of books i.e. title, author, illustrator, beginning, middle, end, characters, front page etc., before starting to decode. We also use wordless as an opportunity for your child to talk about the pictures, demonstrate comprehension, make predictions about what they think will happen and to cuddle up and enjoy a positive early reading experience.

In addition you will be given access to 100s of online books using the [Oxford Owl](#) platform.

Phonics - children have daily phonics lessons. We will share the sounds that have been taught on a weekly basis with parents through Google Classrooms. This will allow you to practise these at home too. The school uses the UK Department for Education approved phonics scheme, [Supersonic Phonics](#). This programme is a fully systematic, synthetic phonic approach ranging from the simple to the complex spellings of the alphabetic code. Supported by their Supersonic Phonic friends, this approach will ensure children develop confidence and apply each skill to their own reading and writing.

## BSS House System

Every child in the school is adopted into one of four 'houses'. These houses are teams made up of children from every year group.

<b>Wolves</b>	<b>Oryxes</b>
<b>Falcons</b>	<b>Leopards</b>

Children stay in the same house throughout their time at BSS. Siblings are placed in the same house.

## Rewards

These might include:

1. **Praise/handshake**
2. **Share with a special adult in school or “Eddie” the school cat**
3. **Stickers**
4. **Star of the Week** - This is awarded to 1 child per week for going above and beyond, often in connection with one of our Learning Ethos behaviours.
5. **Housepoints** - collected on a fortnightly basis to add into the whole school house totals
6. **Class Rewards** - Each class works towards a collective class reward. This is always based around one of the Learning Ethos behaviours. The children discuss what they can do to show that they are using the behaviour, and these are celebrated as they do so. eg being a Collaborative Meerkat. The children will be aiming to work together as a team, supporting and helping each other. The class reward may be extra time on the Adventure playground, a small treat, a classroom disco or something they have decided on collectively.

## Consequences

At the beginning of every year, children collectively decide what **Be Safe, Be Ready** and **Be Respectful** looks like in their class. These form the class expectations. These are regularly referred to throughout the day to reinforce the children's understanding of these expectations.

Students who do not follow these expectations are given a warning. If they repeatedly do not follow these expectations, children have ‘Thinking Time’ for up to 5 minutes. A chance for a child to “Reflect” (a Learning Ethos Behaviour) and to plan what they will do differently next time. The children will be supported to understand about **‘Restorative Conversations’** and how they can help rebuild good relationships, make amends and return happily to their learning.

If a child is repeatedly not meeting expectations and are therefore not “BE”ing Safe, Ready or Respectful, they will go to the Deputy Head or Head of School. If a child regularly finds managing their behaviour challenging, the school will meet with parents to work in partnership to put in place strategies to support the child.

For full details of our Relationships & Behaviour Policy visit the Policies and Downloads page on our website [here](#).

## Routines

### The School Day

Our school week runs from Sunday to Thursday. The school timings for EYFS are as follows:

- 7:30 - 8:00 - Staggered Start
- 1:30 - Pick up



During hot weather, when the combined humidity and temperature (humidex) rises above 40, children will stay inside for all or part of the break time. The school has a comprehensive hot weather policy which ensures children remain hydrated and healthy during periods of excessive heat.

### Playground Equipment:

The EYFS outdoor space has a 'physical development' learning space to enrich the children's gross motor development. The school accepts no liability where children use the equipment unsupervised after school hours.

The children will also access the Adventure Playground during the year.

## Drop off & Collection

EYFS children are brought to the classroom by their parents at the beginning of the school day through the Main Gate. At the end of the day the children are collected from the Middle Gate. We feel this allows for an important link between home and school as it encourages communication about and with the child.

Parents must not park outside the school before 7:45 as this upsets the Whole School Drop Off system. Parents arriving before this will need to park to the far left of the school with the staff cars. We ask that parents actively explore the possibility of car sharing or walking to school in order to alleviate pressure in the car park.



## Registration, Lateness & Absence

Children should arrive at and be collected from school promptly. It is an essential part of our fire and safety regulations that all children present in school should be registered.

### Arrival & lateness

Children can arrive at school from 7:30. A member of staff will be on duty from this time. EYFS parents should stay with their child and then accompany them to their classroom.

EYFS students arriving after 8:00 are late and must sign in at the Main School Reception where they will be registered and escorted to the classroom. It is most important that your child arrives on time each day. It is very unsettling for children if they arrive late and they will also miss the learning at the start of the day.

### Pick up and lateness

When picking up your child please ensure that you are ready for the gate to open at 1:30 each day. Your child has had a busy day and they will be very excited to see you. If unforeseen circumstances cause you to be late, please phone the School Office. Your child will be kept in the Creche until 2:00. If you are held up past this time they will be moved to the School Office. Children who are regularly picked up late will be charged for the Creche Service.

If your child is being picked up by someone else, please inform the teacher at the start of the day, or call the office and let them know. This is an important part of our safeguarding procedures

### What to do if your child is absent?

If your child is absent as a result of illness or injury please email: [absence@britishschoolsallah.com](mailto:absence@britishschoolsallah.com)

If you wish to take your child out of school during term time please contact the School Office as far in advance as possible. Depending on the nature of the absence we will then confirm by email if the absence will be classified as authorised or unauthorised. Holidays taken during term time will ordinarily be recorded as 'unauthorised'.

**Signing out** - if pupils are leaving site before the end of the school day the office needs to be informed

**Signing in** - children **returning** to school must follow the lateness procedure and report to the School Office.

### Persistent Absence

Where a child's attendance becomes a cause for concern, parents will be contacted. Where poor attendance continues, parents will be asked to attend a meeting with the Head of School. The school reserves the right to withdraw the school place of any child with persistent absence or poor attendance.

If either parent is planning to be away from home for any length of time, we ask that you inform the School Office who will share this information with the class teacher. If both parents are away it is vital that we receive written confirmation of dates and the name and contact details of the person who will be the acting parent, prior to your departure. This person will be the school's point of contact in the event of an accident or emergency within school and will be expected to make decisions on your behalf.

## Uniform & Lost Property

The school has a simple dress code and all students are expected to wear the appropriate clothing for all activities. School Polo Shirts must bear the BSS logo. Most of the uniform items are available from our Uniform Shop.

EYFS children wear uniforms, which consists of sensible clothing that they can easily cope with in the toilet and which does not restrict their movement when playing.

This includes navy shorts, a pale blue school polo shirt, **black** shoes with either buckles or velcro fastenings. Socks should be white or black. For the colder months, we have a BSS Hooded Top. You can find full details of our school uniform and how to place an order on our [website](#).

We encourage the children to wear slippers/house shoes indoors and these can be kept in school so that the children can change into these everyday on arrival.

We ask that you send in a named spare set of clothes in your child's school bag each day.



All equipment and items of clothing should be labelled with your child's name. The Uniform Shop is open each day during office hours 7:30 - 3:00.

The following guidelines on appearance apply to all students:

- Hair colour and style must be appropriate for school.
- Long hair must be tied back.
- Boots, sandals and flip-flops are not permitted.
- Jewellery and make-up (including nail varnish) are not permitted except for:
  - Small plain stud earrings.

**Parents wishing their children to wear jewellery of a religious nature should seek permission from the Head of School.**

## Lost Property

A lost property box is located outside the School Office. Please ensure that all of your child's belongings are named.

## Health and Welfare

### Health and Wellbeing

All staff at BSS receive regular First Aid Training. Key members of our Early Years Team and our Office team have received certified Paediatric First Aid Training.

## Child Protection: Safeguarding

At BSS we have a Designated Safeguarding Team. If you have a concern about a child, please refer to the posters around school indicating who you should contact. If neither Designated Safeguarding Person is available, please speak with the Head of School. It is important that any concerns are reported as soon as possible.

In line with UK best practice, the school requires all staff and members of the board of governors to undergo annual Safeguarding training.

# Communication

## Communication from the School to Parents

The School communicates with parents using a variety of means. As a guide, parents may expect to receive some, or all, of the following:

### Throughout the year:

- Weekly Parent Newsletters via email. This is our **MAIN** form of communication
- [FaceBook](#) / [Twitter](#) / [Instagram](#) for learning updates and celebrations
- Parent Open Mornings/Afternoons
- Parental Coffee Mornings
- Parent Workshops
- Focus Child Parent Meetings
- Class Link communications

### During the First Term:

- Curriculum Newsletter
- Meet & Greet Evening for all parents
- EYFS Philosophy and Pedagogy Workshop
- EYFS Phonics Workshop
- Focus Child Parent Meetings
- Access to your child's EYFS Learning Ladders Profile

### During the Second Term:

- Curriculum Newsletter
- Focus Child Parents Meetings
- Parent Open Morning
- Access to your child's EYFS Learning Ladders Profile

### During the Third Term:

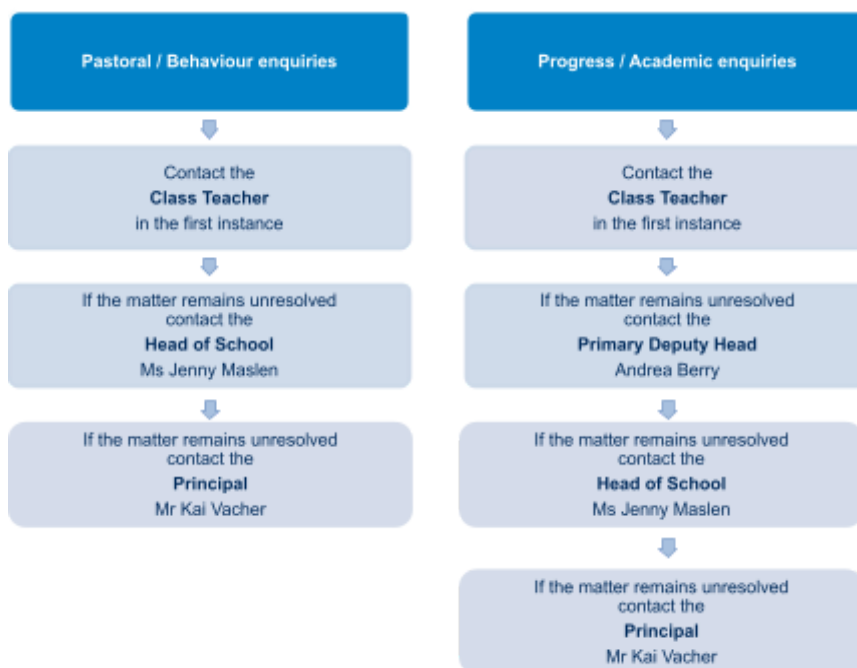
- Curriculum Newsletter
- Parent Learning & Meet the New Teacher Walk
- End of Year Reports
- Access to your child's EYFS Learning Ladders Profile



## Communication from Parents to School

The school welcomes communication from parents and benefits enormously from the input of parents in many of its events and activities. For this reason the school conducts an annual Parent Survey.

If the class teacher or EYFS Leader is not able to respond to any question or concern you might have, please follow the flowchart below.



Please do not email staff directly. All staff can be contacted, in confidence, via the school on [admin@britishschoolsalsalah.com](mailto:admin@britishschoolsalsalah.com)

Responses will be given between 6am - 6pm Sun - Thurs only. Parents should not expect a response outside of these hours or at the weekend.

If your issues are not resolved via the methods above, please read on to find out about our complaints procedure.

# Community Involvement

## Getting Involved

Parents, particularly in the EYFS, are an essential part of their child's educational experience and path to future success. There are lots of opportunities for EYFS parents to get involved including helping in the classroom, school trips and attending Parent Open Mornings and community events such as Sports Days and performances.

One way you can get involved is to be part of our Friends of British School Salalah (FoBBS) parents group. They support the school in fundraising events and help to bring the community together. If this is something you would like to be part of, please contact [admin@britishschoolsalsalah.com](mailto:admin@britishschoolsalsalah.com).

Each class is also assigned a parent Class Link. Class Links provide an important communication link between the class teacher/school and the parents of each class. [Find out more here](#). Again, if you would like to be a Class Link for your child's class, please let us know.

***A school's strength is not just in its teachers but also in having a strong community, we would love you to get involved! Don't be shy!***

## Visiting the school during the school day

Our fire and security regulations require that any visitor or parent helping out at school should sign in on arrival and out on departure from the school premises. You will be given a visitor's badge, which must be worn and visible at all times, and should be returned to the School Office when you sign out.

## EYFS Admission Procedure

We encourage all parents and children to visit the EYFS Unit before registration. The office will arrange a time for this visit to ensure that you and your child meet the staff and view our excellent learning environments. We hold "Play and Stay" sessions early in the Summer to provide parents and children with a further opportunity to spend time in the EYFS and to meet their peers and other parents. These sessions provide our staff with an opportunity to get to know your child and play alongside them.

The admission of children to EYFS in September is staggered over several days to ensure that all children are settled with care in a calm environment. We encourage parents to stay with their children until they are happy.

## Focus Child & Learning Opportunities

Each week the teachers will select three children to be “focus children” for the following week. Once the children have been selected, they are given a parent consultation form to take home. We would like parents to fill in the sheet in as much detail as possible and to return the sheet on Sunday.

Throughout the week, all the staff in FS will contribute observations and photographs of your child on our assessment and recording platform, [Learning Ladders](#). These observations will be done during teachable moments within Discovery Learning, independent play or during direct teaching sessions such as phonics.

On the following Sunday, we invite the parents of a focus child into school for a discussion about the progress their children has made. We discuss any questions that have been highlighted by parents as well as the observations that have been made by the FS Team. Together we agree on future targets and discuss how we can all support a child to achieve these. We have found this process to be a meaningful, personal and informed way of sharing children’s progress and that it allows for both parents and teachers to have valuable discussions about how to work in partnership to further support your child’s progress.

Children will have the opportunity to be a ‘focus child’ around every 8-9 weeks. This means that there is an opportunity for parents to meet around three times a year with the class teacher in order to discuss progress. This is an important part of the teacher-parent partnership. Should you wish to meet with your child’s class teacher at any other point, please book an appointment through the School Office.

## Learning opportunities & the importance of play

“Establishing a happy, safe and stimulating environment for children is not a luxury; it is a necessary base on which mature societies build. But children need environments in which they can ‘learn how to learn’, which are planned, and provided with independent thinking, self-direction and social responsibility central to their rationale.” (Affiliated Body for Childhood Education). The safeguarding of the child’s right to play is at the core of our Early Years philosophy.

We provide interesting, challenging and exciting learning experiences across all seven areas of the curriculum throughout the EYFS.

### Personal, Social and Emotional Development (Prime Area)

We see the successful personal, emotional and social development of a child as critical in building the foundation blocks to all future learning as it impacts on all aspects of their lives and all areas of their learning. Therefore we aim to teach and enable each child to think and act for themselves and to value and respect themselves and others. Additionally, part of their learning is to be respectful to the school and wider environment, to their own and school belongings and living things around them.

We encourage the children to share and cooperate with others and form positive relationships with adults and peers. We help children to recognise and acknowledge their feelings and express them in an appropriate way. We help them to learn and understand that their actions impact on others and have consequences. We aim to guide them to make the best choices and to “be kind”.



To foster kindness in the EYFS we refer to our shared philosophy of ‘kind thoughts, kind words, kind hearts and kind hands’ in their social interactions and behaviours. This simple language helps them to understand how to behave in a way that is kind, thoughtful and respectful.

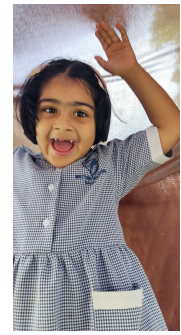
We provide a variety of learning experiences in order that the children continue to be interested, excited and motivated to learn. We hold special days to recognise and celebrate aspects of their own and other cultures, and so that they develop an understanding and respect of cultural and ethnic diversity in the community.

Our aim is to create kind, compassionate, creative thinkers who are independent and care about the world and people around them. By providing them with an exciting and engaging learning experience in EYFS we aim to foster curiosity and start them on their journey to be lifelong learners.

### Communication and Language (Prime Area)

The development of good listening and language skills underpins all learning in the Early Years Foundation Stage.

Priority is given to providing your child with a language rich environment and ensuring plenty of opportunities are given for speaking and listening both in small and larger groups. We share stories, poems and rhymes with them to expose them to rich and colourful language, help them develop their imaginations and understanding of how stories work. This is also a cosy time where the children can relax and feel safe in an imaginary world. We encourage each child to talk about their own experiences, listen to others and take part in rhyming activities, singing and role-play. We challenge children with “how” and “why” questions and encourage them to explain their thinking.





## Physical Development (Prime Area)

Physical development in the EYFS is about improving the children's skills in coordination, control, strength, movement and manipulation. The children feel the benefit of physical exercise, and profit enormously from learning in our outside area. Helping children to develop their large and small muscles is an important part of their development, both for itself and for later in their learning. A strong core, and a strong healthy body is very important for learning. Weaving, threading beads onto a string, hammering a nail into some wood, painting, running, hopping and controlling balance are just a few aspects of their physical development.



The children are encouraged to develop an understanding of the importance of physical activity and of making healthy choices, particularly with regard to the choices of food in their Snack Boxes.

## Literacy

To ensure that the children are ready for writing we give them lots of opportunities to develop a strong core, strong shoulders and strong fingers, all of which are vital for becoming a good writer. In our continuous provision are the resources to support his essential muscular development and the children have access to a range of resources and experiences to help them.

Some of the fine motor skills include, manipulating playdough, threading, tracing, construction toys, activities and keys and locks. In addition we use a range of media for them to “mark make” eg corn flour, gloop, sand, water



The children also have access to a wide range of mark making materials in the learning environment including, pens, pencils, wax crayons, felt pens, white board, paint and chalk

We encourage a love of reading by choosing language rich texts often related to our current topic. We share books and story sacks and use puppets and toys to act out stories. Carefully chosen texts not only

hook children into reading for pleasure but create storytellers too.

## Phonics in FS1

Through games we encourage children to hear and differentiate between sounds. We listen to and learn rhymes and learn to hear the first sounds in words. We make up our own rhymes and ditties based on our names. We use a wide range of resources and activities to teach the children to be able to discriminate between different sounds, volumes, pitch and rhythms. These are all vital pre-reading skills. We introduce them to some of the letter and their corresponding sounds,



## Literacy in FS2

We aim to develop a love of language, reading and writing in the earliest part of your child's school experience. We aim to create a love of stories and life long readers.

Learning to read and write is a challenging and exciting time for the children, it is best supported by daily phonics sessions which systematically teaches children to recognise, hear and write letter sounds. Children are grouped for this allowing them to make the best progress possible at a pace which suits their needs.



We provide learning opportunities which encourage children to write for a real life purpose and celebrate all forms of writing whether a child is at the stage of emergent writing, or is using their knowledge of sounds to write. In this way we evolve a class of confident writers. Children are proud of their writing achievements and love to act out their stories for their classmates.

## Phonics in FS2

The children have daily phonics sessions where they learn all the sounds by learning through a systematic synthetic phonics scheme, [Supersonic Phonics](#). In addition they have a daily writing session where they are able to use their skills and knowledge to write independently, work on shared writing and reading and work with support when needed. The children have access to resources throughout the day to enable them to use their writing skills in their play.

## Maths

Children's mathematical development comes from being immersed in rich and interesting environments where they have opportunities to solve problems in a range of contexts and situations. Maths is part of the everyday language and daily routine across the whole of the Foundation Stage. The children are helped to become confident and competent in using key mathematical skills, for example counting, sorting, matching, seeking patterns and working with numbers, shapes, space and measures. We



encourage them to practise and talk about their understanding through stories, songs, games and imaginative play. In FS2 we have specific times each day where the focus of the teaching and learning is on mathematical skills, knowledge and understanding.



## Understanding the World

The children are supported in developing skills, knowledge, and understanding that help them to make sense of the world. We find out about the world around us and our communities through investigating our local and global environments. The children identify what they are interested in and are encouraged to ask and answer questions. We endeavour to provide the resources and opportunities together, so that they find out what they want to know. We use computers, programmable toys and cameras. We grow plants in our garden and look after the papaya trees and banana plants. Learning opportunities are based on a wide range of first-hand experiences that promote exploration, problem solving and decision making.



## Expressive Arts and Design

Expressive arts and design are all about being creative, feeling confident to explore using all of their senses. The children have many opportunities to develop, explore and share their creativity, express their feelings and emotions and share their ideas through artwork, music, dancing, movement, imaginative play activities as well as designing and making. Exploring connections that cross the boundaries of creativity help to embed their learning from all areas of the curriculum and give them the opportunity to explore and consolidate their skills. The focus in creative learning is on the **“process rather than the product”** as this is how children learn skills, how to adapt them and how to apply them in new situations with a wide range of materials, tools and situations. We explore and play with dough, shaving foam, jelly, gloop and other media and materials. We paint, construct and make models. We sing, dance and use instruments to make our own music. We create role play areas with the children



where they imagine and pretend. We do all of this, both inside the classrooms and in the outside learning area



## Educational Visits

Your child will have several opportunities to participate in educational visits whilst at BSS. These visits are linked to their interests and learning so that they are meaningful and relevant to the children. Your child's teacher will notify you of the dates for such visits and what your child is required to bring. Help is always needed to ensure a safe pupil to adult ratio and the letter will include a reply slip to indicate if you are interested in helping. Children are transported by coaches. When a class goes on a visit, children are expected to wear school uniforms unless otherwise notified.

## Special Events

In addition to curriculum work, we hold events each term. It is equally important that we focus on cultural and social activities to balance the academic aspects of your child's education. These may include: National Day, Word Book Day, Sports Days, Foundation Stage Christmas production and many more!



## Transition to FS2

At the British School Salalah, we are very fortunate to have an EYFS unit where all of the EYFS staff spend time with all of the children. This allows the children to get to know everyone and form close bonds and develop good relationships. They all have their own class teacher, but we all work closely together as

a team, sharing our expertise, knowledge and experience. We spend time talking about the children and what they have done on a regular basis each week.

At the end of the year the FS1 teacher spends time talking in great detail about your child with the FS2 teacher. Detailed information on all Foundation Stage children is gathered and shared across the whole EYFS setting so that all staff have a comprehensive understanding of individuals. The staff throughout the Foundation Stage work closely together to provide a happy and secure environment for all children.

## Transition to Year 1 (Key Stage 1)

Gradually, throughout the FS2 year, the children's experiences develop progressively to ensure a smooth and confident transition into Key Stage One.

During the Summer Term the children will be visited in their classroom by the Year One teacher and they will visit their Year One classroom. They will have the opportunity to find out what life is like in Year One and have some taster sessions. At the end of June the children meet their new teacher and spend time in the classroom they will move to in September.

These experiences help to ensure a smooth transition to Year One. The FS2 teacher will share all of the information they have with the Year One teacher, so they already have a good idea of their interests, strength, and next steps for learning. The Learning Ladders assessment information will be available to the Year one teacher and will be discussed in a transition meeting between the relevant teachers.

## Getting Ready to join EYFS

We are frequently asked what parents can do to help their children to be ready to join EYFS and what we hope children are able to do when they join us. We appreciate that every child develops at different rates and so we hope the information in this section will help you to support expectations we promote at school.

### Foundation Stage 1 (3-4 year olds)

- Children are able to manage in the toilet totally independently and are able to wash their hands.
- Children are able to blow and wipe their nose and know to put their tissues in the bin.
- Children are learning to remove and put on their shoes and socks and are confident to try to do this for themselves.
- Children are beginning to learn to share and play cooperatively with their friends
- Children are beginning to learn to take turns with others.
- Children are learning to use words rather than actions to express their feelings
- At snack time they can open their snack box and the food containers and tidy everything away when they have eaten.
- They look after toys and tidy up.

### Foundation Stage 2 (4-5 year olds)

- Children are able to manage in the toilet totally independently and are able to wash their hands.



- Children are able to blow and wipe their nose and know to put their tissues in the bin.
- Children can take off and put on their shoes and socks independently.
- Children are able to recognise their first name.
- Children can hold tools such as chalks, pencils and paintbrushes and make marks on paper with these. Most children are beginning to have a go at writing their names.
- Children are beginning to count using number names in order and some children can count to 10.
- Children are friendly and initiate conversations with peers/adults.
- Children can sit and listen to a story with a grown up for a short period of time (10 minutes).
- Children can follow simple instructions.
- When playing running and chasing games they are able to negotiate space and avoid any obstacles.
- At snack time they can open their snack box and the food containers and tidy everything away when they have eaten.
- They look after toys and tidy up.

## How can you help at home?

- Support your child in managing toileting independently, encourage them to go by themselves at home and only help them if they really need it. This includes cleaning themselves and flushing!
- Encourage your child to wash – always remembering to use soap - and dry their hands at home. There will be lots of times in the EYFS when they will need to do this such as: before they eat a snack; when they have been painting; after they have been to the toilet.
- Buy your child's snack box and food containers well in advance. Practise with your child opening and closing the snack box and the containers as well as any packaging such as straw wrappers. We will be encouraging them to do this for themselves in FS2.
- Write your child's name on some of their own things at home, encourage them to find their own things by looking for their name. Show them their name on birthday cards and labels on their presents.
- Encourage your child to make marks with chalks and crayons outside and on paper. Talk about what they have done. Water painting outside is great fun, easy and requires no cleaning up. You can use a paint brush or empty washing up liquid bottle.
- Look for numbers in the environment; house number, way number telephone number, prices. Numbers are all around. Give them meaning.
- When you walk up stairs or are putting fruit in a bag at the supermarket, count with your child. This makes shopping much more fun for them and helps them to understand what the numbers actually mean. Also when setting the table, count as you set out the plates, knives and forks. Talk about getting "one more".
- Encourage your child to help with jobs around the home, give them a simple instruction and encourage them to follow it. Start with simple things such as "Please bring me my cup." or "Can you put your train on the table please". You can make this into a great game taking turns to give each other something to do.

- Read a variety of stories to your child and encourage them to sit with you and listen and ask questions.
- Let your child see you reading a book, the best way we learn is by copying!
- Let your child see you writing. They will see you working on your computer or phone, but how often do they see you write? Make lists with them, send postcards, write a message and leave it for them to find in the day.
- Encourage your child to play outside as much as possible, in the cooler months take them to play including parks, the beach and play chasing and climbing games.
- Play games where you have to take turns and share things. eg snakes and ladders, ludo, jigsaws. Taking turns is an important part of your child's learning.
- Talk to them about what they can do if they are worried or unsure, reminding them that the teachers are always there to help.