



British Embassy School Ankara

Early Years Foundation Stage Handbook for Parents

2011-2012

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LETTER OF INTRODUCTION

Dear Parents & Carers,

Welcome to the British Embassy School, Ankara

This parent handbook is intended as a useful guide for parents of children entering the Nursery & Reception classes at the BESA. These classes are collectively known as the Foundation stage. For many families this will be the first time your child is entering into education and we hope that you find this handbook useful in answering any of the questions you may have.

Our school website www.BESG.org also contains a wealth of information about the school and the EYFS classes.

We have a number of opportunities throughout the year to meet with parents both formally and informally and you will find more details about these in this guide.

If you have any additional questions about the EYFS or the school please feel free to contact us directly.

We again welcome you and your child to the BESA Foundation Stage.

Yours sincerely,

Mrs. Dawn Akyürek

Head Teacher



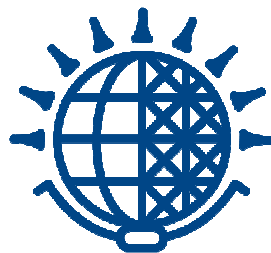
MISSION STATEMENT

BESA: VALUING INDIVIDUALS

We encourage everyone to become responsible, happy, confident, life-long learners in a secure, welcoming and unique environment; where cultures meet and diversity is celebrated.

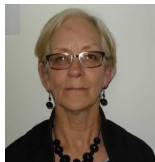
THE AIMS OF THE BESA

- We provide a broad and stimulating educational environment which encourages each child to fulfil their potential and become life-long learners.
- We value each child for what they can achieve academically, psychically, socially and emotionally.
- We encourage independence, responsibility and consideration for others.
- We provide a stable, sensitive and welcoming atmosphere in which our children feel happy and secure.
- We offer a quality education based on the English National Curriculum, which also recognises our cultural diversity.
- We utilise Turkey's distinctive geography and rich history as a resource for learning.
- The BESA is committed to safeguarding and promoting the welfare of children and all staff and volunteers share this commitment.



EYFS Staff at the BESA

Nursery Class



Mrs. Jane Duffy:
Nursery Class Teacher
Email: jduffy@besg.org



Mrs. Hesna Downing
Nursery Class Teaching Assistant
Email: hdowning@besg.org

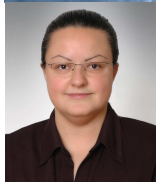


Ms. Nil Tarman
Nursery Class Teaching Assistant
Email: ntarman@besg.org

Reception Class



Mrs. Leeanne Halloren
Reception Class Teacher
Email: lhalloren@besg.org



Ms. Banu Akman
Reception Class Teaching Assistant
Email: bakman@besg.org



Ms. Meryem Cumart
Reception Class Teaching Assistant
Email: mcumart@besg.org

Additional Staff



Ms. Sam Sawyer
EYFS Leader & KS1 Leader,
Year 1 Class Teacher, Senior Leadership
Team member, PHSE Subject Leader
Email: sams@besg.org



Mr. Stuart Downing
Music, ICT Specialist, Senior Leadership
Member
Email: sdowning@besg.org



Ms. Katie Vincent
Deputy Head Teacher, Senior Leadership
Team member,
Email: kvincent@besg.org



Mrs. Karen Antoine
School Nurse
Email: kantonie@besg.org



Mrs. Ann Kardaş
Librarian
Email: librarian@besg.org



Mrs. Ann Celenk
SEN/EAL/G&T Coordinator
Email: anncelenk@besg.org



Mrs Melek Burton
School Secretary
Email: admin@besg.org



Mrs. Sema Talay
Bursar
Email: bursar@besg.org

TIMINGS OF THE SCHOOL DAY

8.20am: Children welcomed into the school playground

8.40am: Bell rung, children line up & the school day begins

8.45am: First Session

9.45am: Snack Time

10.00am: EYFS Play Time

10.15am: Second Session

11.30am: Lunch Time & Play

12.30pm: Session 3

1.00pm: Nursery Class—Quiet Activities & Rest period
Reception Class—Session 3 continues

2.00pm: EYFS / KS1 Play Time

2.15pm: Session 4

2.45pm: Home Time preparation

3.00pm: End of school day



**It is important that children
arrive and are collected on time.**

If your child's going home arrangements change, for whatever reason, it is essential that you notify the class teacher in writing via email before 12pm or through the Communication Book. We will never release your child to the care of another person unless you have specifically instructed us to do so.

Entry to Foundation Stage at the start of the school year

The BESA Foundation Stage operates a period of staggered entry for all pupils in the Nursery and Reception classes during the first two weeks at the start of each academic year.

The purpose of staggered entry is to:

- Create a calm and relaxed environment for children to begin their first days at school.
- Allow staff the opportunity to get to know individuals.
- Allow children greater opportunity to become familiar with staff and daily routines.
- Allow an opportunity for home visits and parent interviews to be conducted.

During this staggered entry period the Foundation Stage Staff conduct interviews with new parents either through home visits or at the school.

The purpose of these home visit interviews is to:

- Allow staff and parents to meet informally prior to children starting school.
- Allow new pupils to meet staff prior to their first day of school.
- Provide an opportunity for parents to share information about their child with the Early Years staff.
- Provide an opportunity for Early Years staff to share information about the school and answer any questions parents may have.
- Allow Early Years staff to build a picture of the new intake's specific learning needs and requirements to ensure appropriate curriculum delivery.

If your child is due to join the Nursery or Reception classes at the start of the academic year you will receive a letter at the New Parents' Welcome meeting. This will provide you with more information about your child's start date and signing up for an interview / home visit appointment.

If your child joins the EYFS during the academic year an alternative arrangement will be made to allow an opportunity for you to meet with the class teacher & EYFS staff.



EYFS Curriculum

What do the children in Nursery and Reception do?

The BESA follows the Early Years Foundation Stage framework which is the statutory curriculum for children from birth to five in England & Wales.

This curriculum sets out the educational programmes and early learning goals for six areas of learning. These are:

- Personal, Social and Emotional Development
- Communication Language & Literacy
- Problem Solving, Reasoning & Numeracy
- Knowledge & Understanding of the World
- Physical Development
- Creative Development

The EYFS framework identifies age specific areas of learning and development which the children will need to achieve in order to reach the Early Learning Goals by the end of the Foundation Stage.

Each half term the Nursery & Reception Classes work together on topic themes that provide additional opportunities for learning. These themes roll over two years.

Foundation Stage Topics Themes	1st Year	2nd Year
Autumn 1 st half term	All About Me	All About Me
Autumn 2 nd half term	Celebrations*	Celebrations*
Spring 1 st half term	Shoes	Space
Spring 2 nd half term	Dinosaurs	Patterns
Summer 1 st half term	Expeditions	Minibeasts
Summer 2 nd half term	-//-	-//-

*Celebrations will be a topic focus in the Autumn term in the run up to Christmas, but will also carry on throughout the year e.g. for Mothers' Day, Easter etc.

Much of the learning that takes place in the Foundation Stage is play-based. Through play children explore and develop learning experiences which helps them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Through role-play the children experience a variety of situations.

How Can Parents Encourage Learning Through Play?

Take time to observe your child's play.

This will give you the opportunity to learn about your child's motor, language, and intellectual development. With infants, watch how they pick up a rattle or how they hold a ball. You will discover how toddlers categorize objects. When you watch your children at play, you will be amazed how they perceive the world and those around them. Watch how they play house or play school. Watch your child handling frustration and reaching resolution. Think how important this will be later in life.

Let your child play without you.

Sometimes play should be just for children. Allow your child to choose activities that seem fun and pleasurable. This will enhance development of independence and self-direction as your child freely makes choices about what to play with and how to play. This is not to say that you need not give up your role as parent by relinquishing all decisions to your child. Rather, look for opportunities where your child can make safe and developmentally appropriate choices that encourage independence. For example, painting a picture of a dog using green paint may seem unrealistic to an adult, but, for a child, this may be an important way to be creative and independent.

Give room to play.

Give not only physical space but give noise space. Let children move their bodies, laugh, be loud, be messy, and be quiet. It is giving the range of space that helps children understand boundaries and limits.

Create opportunities for free play.

Make sure that your child has as much time as possible each week for free play. This might include playing a board game, running outside, going to the park, building a fort, dressing up, or playing make believe. Supply, when possible, generic play items such as empty boxes, egg cartons, art materials, or even pie tins to enhance creativity and opportunities for play.

Go battery/electricity free for a day.

Since we live in an age when many of today's toys are battery operated or electric, suggest play days where these toys are *not* used. Instead, encourage your child to put on a play, play a board game, write a story, build a fort, draw, anything that does not involve batteries or electricity. Volunteer to join with your child so that the whole family can be involved. Primarily, these activities help children find a way to play creatively and make decisions about *how* they play.

Play with your child.

If you really want to know your child, you have to play with them. Play between parents and their children is essential in developing children's feelings of attachment, security, and connectedness. Your child needs your time. After all, your child's primary form of communication very well may be play, so get involved if they want you to. Remember, though, that you are the adult and your child is the child, and this is *your child's* time.

Let your child lead.

Remember, if your child wants you to play, play as a *partner*, not the play leader. Have your child tell you what to do and be aware of when your child does not want you there. This is not a time to instruct your child. Nor is it the time for you to be in charge. Reflect your child's feeling and reinforce efforts to try something different. Above all, support them.

EYFS Curriculum (continued)

In the Reception class the style of teaching starts to become more formal as the year progresses to prepare children for entry into Year One. There is a greater emphasis on literacy and numeracy, with children being expected to be able to work in a traditional manner for at least the first part of the day and able to concentrate on the tasks they have been set.

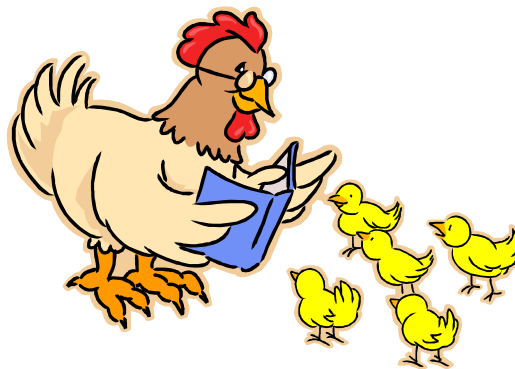
In the Reception class, in addition to the EYFS Framework, we also follow the statements set out in the “Primary Framework for Literacy and Mathematics” (DCSF 2006) when planning for ‘Communication, Language & Literacy’ and ‘Problem Solving, Reasoning & Numeracy’ activities.

Learning to Read in the Foundation Stage

In the Nursery class children take home books to share with their parents from the classroom library. After the first term, children will be introduced to our school reading scheme the ‘Oxford Reading Tree’.

In the Reception class the ‘Oxford Reading Tree’ is used as the core reading scheme, which is continued into Years One and Two. However, other reading schemes or books may also be used to broaden children’s reading experience. We start children on a formal reading scheme when we feel they are ready and motivated. Children in the Reception class are also taught a daily phonics lesson and High Frequency word cards are introduced and sent home as appropriate.

There is an opportunity to find out more about reading at a ‘Helping Your Child to Read’ parent information meeting held each year. The class pages on the BESA website also contain a lot of detailed information about learning to read in the Nursery and Reception classes.



ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE

Throughout the time that your child attends the BESA Foundation stage, the staff keep careful records of progress and attainment. We make observations and take photographs as evidence of their work. This evidence is then used when writing end of year reports and to measure a child's attainment against the EYFS Early Learning Goals.

Early Learning Goals & End of Year Profile / Report

The Early Learning Goals (ELGs) are a set of 13 assessment scales, each of which has nine points. It is a statutory requirement of the UK government that the attainment of all children is measured against these scales at the end of the Foundation stage (normally the end of the Reception year). We report this assessment to you through your child's EYFS Profile, Half Termly Reports and End of Year Report in June and you will be given an opportunity to discuss this with us at an optional end of year Parents' Meeting.

An example of the Early Learning Goals for Personal, Social & Emotional Development are shown on the opposite page. The first 3 points describe a child who is still progressing towards the achievements described in the ELGs. Points 4-8 are drawn from the ELGs themselves. These are presented in approximate order of difficulty but are not necessarily hierarchical. Point 9 in each scale describes a child who has achieved all the points from 1-8 on that scale and who is working consistently beyond the level of the ELGs.

We report to you whether your child is reaching a level below expectation, working in line with expectation or is exceeding expectation in each of the 13 scales. It is perfectly normal that a child may be working below expectation in one area but exceeding expectations in another. Our EYFS end of year written report will also detail your child's areas of success and provide suggestions for development if needed.

Pupil progress is discussed with parents at dedicated Parent/Teacher conferences in the Autumn & Spring Terms. Each pupil is set a target for future development at these meetings. Notes are made by the teacher where applicable and parental views of their child's progress are always sought.

We are willing to discuss your child's progress at any time throughout the year and to share further information about our assessment and record keeping procedures. If you would like to see us please make an appointment.

EYFS ASSESSEMENT SCALES example

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT			
SCALE POINTS	Disposition & Attitudes	Social Development	Emotional Development
1	Shows an interest in classroom activities through observation or participation	Plays alongside others	Separates from main carer with support
2	Dresses, undresses and manages own personal hygiene with adult support	Builds relationships through gesture and talk	Communicates freely about home and community
3	Displays high levels of involvement in self chosen activities	Takes turns and shares with adult support	Expresses needs and feelings in appropriate ways
4	Dresses and undresses independently and manages own personal hygiene	Works as part of a group or class, taking turns and sharing fairly	Responds to significant experiences, showing a range of feelings when appropriate
5	Selects and uses activities and resources independently	Forms good relationships with adults and peers	Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others
6	Continues to be interested, motivated and excited to learn	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	Has a developing respect for own culture and beliefs and those of other people
7	Is confident to try new activities, initiate ideas and speak in a familiar group	Understands that people have different needs, views, cultures and beliefs that need to be treated with respect	Considers the consequences of words and actions for self and others
8	Maintains attention and concentrates	Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect	Understands what is right, what is wrong, and why
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion	Takes into account the ideas of others	Displays a strong, positive sense of self-identity and is able to express a range of emotions fluently and appropriately

ATTENDANCE, ABSENCE & LATENESS

To give your child the best possible start to their education and to ensure good academic progress they need to be in school. Therefore students should only be absent for very important reasons such as personal illness or family emergencies.

If your child is absent from school please notify the class teacher by email or telephone the school office on the first morning of absence. If we do not hear from you a member of staff may contact you to discover why your child is not present at school.

The BESA follows a standard British three-term academic year:

Autumn Term: September to December

Spring Term: January to April

Summer Term: April to July

Whenever possible, local holidays are also observed and fitted into the pattern of the school year.

If it is necessary for a child to take a holiday during term time, the Head Teacher must be informed through completion of a Leave of Absence form in advance. Parents choosing to remove their children from school outside official holidays should be aware of the disruption it causes to the continuity of their child's education.

It is also important that children arrive on time for school. The school day starts at 8.40am. Arriving late for school even by a few minutes can mean a child misses out on an important introduction to their learning and for young children can be very distressing.

Please ensure your child goes to bed at a suitable time. They should be awake early enough to have a proper breakfast and get ready for school. Getting enough sleep will boost your child's health and emotional well being, as well as helping them concentrate at school during the day.



BEHAVIOUR

The BESA has high expectations of behaviour and has a comprehensive Behaviour Management policy which can be found on the school website. It details the steps that are taken when an incident occurs and describes the appropriate sanctions that are put into place.

The named person who oversees behaviour management in the Foundation Stage is the EYFS Leader—Ms. Sam Sawyer.

The school follows the principles of Golden Time and children are taught the 6 Golden Rules. These are:

We are kind and helpful

We are gentle

We listen

We work hard

We are honest

We look after property

In the EYFS children are taught these rules through stories and actions. The rules are displayed in all areas of the school and are also colour-coded to enable children to make reference to them before they can even begin to read them.

Children are rewarded for good behaviour and work in a variety of ways including stickers, stamps, team-points, certificates etc.

Each week two children in each class are selected by the EYFS staff to receive a certificate in the Friday Shining Star Assembly.



These children's photos are displayed on a 'Shining Star' board and their names are published in the weekly newsletter.

Polite behaviour and courtesy is expected from all members of the school including children, teachers, staff and parents.

Threatening behaviour, physical violence, corporal punishment e.g. smacking, bullying, swearing, vandalism and theft is considered unacceptable at all times.

BIRTHDAYS

We are happy to celebrate your child's birthday in the Foundation Stage. However due to time constraints it is impossible for parties to be arranged. It would be much more preferable if you could send in individual home-made cup-cakes or cookies that the children could share at snack time.

We would like to request that you give us notice if you wish to bring in cakes or snacks on the day and please remember **NO NUTS**. We do ask that any food sent to school for sharing be homemade rather than shop bought or from a 'pastane' so we can be confident it does not contain any nut traces.

We are also happy to distribute birthday party invitations for you, but in line with school policy, we will only be able to do this if *every* child in the class has been invited.



HOMEWORK

Children in the Nursery class do not have formally set homework but parents are encouraged to read with their child from a range of books every day. Children choose a book from the class library to bring home once a week or may have an Oxford Reading Tree book to share with you.

In the Reception Class parents are also encouraged to read with their child every day. Children will begin to receive Reading Scheme books to be read at home as well as High Frequency word cards when appropriate. Weekly Maths homework is set in the summer term.

Children in both Nursery and Reception have a Reading diary in which parents are asked to write a short comment about the books they have shared at home.

Further details can be found in the BESA Homework Policy available on the school website.

KEY PERSON

The EYFS framework requires that every child in the EYFS is assigned a Key Person at their entry into the Nursery or Reception classes. This will usually be one of the existing EYFS staff members.

Whilst every staff member has responsibility for all pupils in their care, the Key Person has a special role for working with a small group of children giving them the reassurance to feel safe and cared for and building relationships with their parents. A Key Person will help the child to become familiar with the school and to feel confident and safe within it. They will also liaise with parents to make sure that the needs of the child are being met appropriately. They will carry out routine observations of the child and will ensure that records of development and progress are kept up-to date to be shared with parents and other professionals as necessary.

Even when children are older and can hold key people from home in mind for longer, there is still a need for them to have a Key Person to depend on in the setting, such as their teacher or a teaching assistant.



LIBRARY

Children in the EYFS visit the school library each week and have a taught lesson by the librarian, Mrs. Kardaş.

Children in the Nursery class visit the library once a week and the Reception class, twice a week.

In the Nursery and Reception classes children choose a library book to take home for a week. This must be returned before a child is allowed to choose a new book. Any books lost or damaged must be replaced.

Mrs. Kardaş is happy for you to choose additional books with your child and welcomes parents to the library both before and after school.

MEDICAL

Before entry to the BESA parents are required to complete Health Information forms and pupils are expected to have received basic immunisations. Copies of the Health forms can be downloaded from the school website.

The school employs a full time Nurse, Mrs. Karen Antoine, who is happy to meet with you and discuss any health concerns or medical needs your child may have. She can be contacted through the school office or by email: kantoine@BESG.org

The school nurse or in her absence, an appointed person, is responsible for administering first aid. The nurse holds a current UK Health and Safety Executive approved certificate and three members of EYFS staff have Paediatric First Aid training. (Ms Sawyer, Ms Banu and Ms Hesna)

Children who become ill during the school day may be cared for in the medical room until parents can collect them. We endeavour to offer all appropriate support to pupils with specific medical needs.

We ask parents not to send their children to school if they are ill or have a fever. Children who have diarrhoea or a fever should have a full 24 hours without symptoms before they return to school. Parents should inform the school nurse if their child is seriously ill or has an infectious illness and follow the nurse's advice regarding the timing of the child's return to school.

If a child requires medicine, this must be brought to school by the parent with the relevant forms, which are available at the school office or via the school website. On no account should any type of medicine be sent into school with a pupil. It must be sent in its original container, clearly labelled. Medicine is given at the discretion of the school nurse.

Please remember to inform your child's class teacher or the school office if your child is absent due to illness or attending a medical appointment.



PARENT COMMUNICATION & MEETINGS

We recognise that working with parents is of major value and importance to the setting in enabling us to provide a happy, caring and stable environment for the children and their parents. We aim to form a good relationship with parents so information regarding their child's development (be it developmental, social or health related) can be exchanged easily by staff and parents.

Communication from the school takes several forms and includes:

- Weekly newsletters
- The school website
- Home/School Communication Book and Reading Diary
- Text messages and email
- New Parent Welcome Meeting
- Curriculum Information Evenings
- Parents Teacher Conferences

Daily Home/School Communication

Children in all classes have a Reading Diary that is sent home each day to record reading taking place at home and school. In the Foundation Stage these are completed by school staff and by the parent.

EYFS pupils have a Home / School Communication notebook for parents / staff to share any form of daily information. These are kept in the child's book bag and are checked each morning by the Class Teacher or Teaching Assistant.

The school Nurse sends home a note with a child who has received medical attention, to inform the parents about the incident and what treatment, if any, was received. Where necessary the Nurse will telephone parents or will talk to them directly at the end of the school day.

Parents are asked to inform the class teacher of any changes to going home arrangements by 12.00pm of the day in question. This can be done by an email sent directly to the teacher or by a written note sent in with the child.

The school encourages parents to share any issues about their child at the earliest opportunity. We allow parents the chance to have a brief word with the teacher at the start or end of the school day. The Head Teacher will see parents immediately if at all possible. Where this is not possible we encourage parents to make an appointment to see the Class Teacher, The Early Years Leader or Head Teacher at a more convenient time. Appointments can be made via email, Home / School Communication books or by telephoning the school office.

PARENT COMMUNICATION & MEETINGS (continued)

Meetings

In addition to a New Parents' Welcome meeting held in September and Home Visits prior to your child starting full time school, there are a number of other meetings held throughout the school year. These are both formal and informal.

At the start of each academic year, normally the second week of September, the school holds a 'Class Information' evening for parents. The purpose of this meeting is for parents to formally meet their child's teacher and to find out all necessary information about the routines, timetable and curriculum specific to each class for the year.

The school holds two annual 'Curriculum Information' evenings during the school year. The focus of these is decided by curriculum issues identified in the School Development Plan. The focus may also be determined by parental wishes identified through discussion or results obtained from the parental questionnaire e.g. How to support your child's learning at home.

Parent / Teacher consultation meetings are held in the Autumn and Spring terms. Parents are given the opportunity to choose an early or late appointment to suit their schedules. These meetings are an opportunity to discuss individual pupil progress or concerns. Areas for Development are set and parents will also be able to look at their child's work during these meetings.

Written reports are sent home half-termly and at the end of the school year in June and parents are given the opportunity to discuss this report at an optional evening meeting at the end of the school year.

Parents are welcome to make an appointment for a meeting with Class Teachers or the Head Teacher at any other time during the school year if required.

(Further details about how the school communicates with parents can be found in the 'BESA Parental Partnership and Communication Policy' available via the school website).



QUIET ACTIVITIES / REST TIME (NURSERY CLASS)

All Nursery pupils are encouraged to take a rest in the afternoon. We have individual beds for each child to lie on where they may read books or play quietly with chosen toys. Some children may fall asleep and some may not - our only expectation is that they rest quietly for a short period of time.

Many children feel more comfortable at rest time if they have something familiar from home and so we encourage Nursery parents to send a blanket and small pillow for this purpose. These are sent home each half term for washing.

The school day is long and busy and these young, developing minds need some downtime to enable them to recharge their batteries.

SNACKS AND LUNCH

All EYFS children have a snack mid-morning at about 9.45, which is eaten in their classrooms. This should be only a small snack, which should be healthy such as a piece of fruit, savoury cracker/bread sticks, yoghurt or vegetables in addition to their usual lunch.

Water is provided in the classrooms and is available throughout the day. Your child will need to bring a named plastic cup (dishwasher proof) to be left at school for this purpose. These are washed every day.

The BESA does not provide lunch and parents should therefore send in a packed lunch with their child in the morning. The school adheres to the policy for Healthy Eating (please see the school website), so we ask parents not to send in chocolate, sweets, fizzy drinks etc.

Parents should not provide any fast food for their child's lunch. Only in exceptional situations will parents be allowed to bring in lunch during the school day.

Lunch is eaten in the school hall, where the Nursery and Reception children are supervised by 3 lunchtime staff and by Nurse Karen. The lunch monitors will try to ensure that children make a good attempt at eating the food in their packed lunch. In return, we ask parents to provide a lunch that they would reasonably expect their child to eat and that is consistent with the BESA Healthy Eating Policy. If you have any concerns about your child's eating at lunch please speak to Nurse Karen.



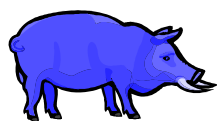
SPECIAL EDUCATIONAL NEEDS (SEN) / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) SUPPORT

The BESA recognises that every child is unique and has individual learning needs. Children learn at different rates and reach milestones at different times and this process continues throughout lifelong learning. In every class at school there will be children who may at some time during their school years have special educational needs (SEN) identified. Children who do not have English as their first language may also require some additional support to help them access the curriculum. This may be for a short period or over a longer period of time. If we identify a need in a child, the BESA will work in partnership with parents to monitor their child's development and take steps to help them learn more effectively to maximise their progress.

For more information please see the policies for 'Special Educational Needs' & 'English as an Additional Language' on the school website.

TEAMS

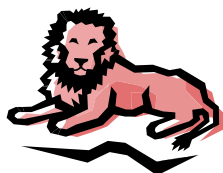
Upon entry to the BESA children are placed in one of four teams. These are:



Blue Boars



Green Dragons



Red Lions



Yellow Tigers

Siblings or family members of children higher up the school are usually placed in the same team.

From Reception class and throughout the school children are awarded team points for positive behaviour, good work or for showing care and concern for others. At the end of the school year a trophy is presented to the team who has collected the most points throughout the year.

Children wear their team colours for PE lessons and participate in team events on Sports' Day.

TOILETING

We expect that children who join the Nursery and Reception classes be toilet trained and able to go to the toilet by themselves. We do understand however that accidents can happen from time to time and we are never cross or judgemental when they occur. We will provide your child with assistance and a change of underwear and clothing if needed. Please wash these garments and return them to school to be used again. Donations of spare clothing and underwear are always gratefully received. It may also be useful to send a spare change of clothing to school for your child to keep in their PE bag for eventualities such as these.

TOYS

Toys should not be brought to school unless specifically requested by the class teacher.

UNIFORM AND SHOES

The BESA has a uniform policy and uniform is compulsory for all pupils. Full details of the uniform requirements and information regarding the BESA uniform supplier can be found on the school website.

Within the EYFS we encourage children to begin to take care of their possessions, but occasionally things do get mislaid. For this reason please ensure that every item of clothing, including PE kit, spare clothing, coats and shoes, are clearly named. You will find a Lost Property Box in the cloakroom where any found unnamed items are placed. All named items are returned to their owner.

Children require 3 pairs of shoes for school. A pair of black outdoor shoes and a pair of black indoor shoes that they change into when coming inside the classroom. This is particularly important during wet weather. They will also need a pair of sports shoes as a part of their PE kit. Sports shoes or trainers can be any colour. Children in the EYFS are expected to be able to change their shoes themselves and so for this reason please **NO LACES!**

PE kits are sent home each half term for washing.

Long hair must be tied back for hygiene and safety reasons.

Jewellery should not be worn to school. Stud earrings and watches are the only exception.

WHERE TO FIND ADDITIONAL INFORMATION

We hope you have found this handbook useful in answering some of the questions you may have regarding the Early Years Foundation Stage at the British Embassy School, Ankara

Additional information and policies can be found on the school website www.BESG.org or we are happy to discuss any further queries with you directly. Contact details can be found at the front of this handbook next to the relevant staff member. The contact details of the Governing Board, FPTA and Senior Leadership Team are available on the school website.

You may also find the following UK websites useful.

The Department for Children, Schools and Families (DCFS)

www.dcsf.gov.uk

Every Child Matters Website

www.everychildmatters.gov.uk

The Council of British International Schools

www.cobis.org.uk

The Independent Schools Inspectorate

www.isi.net