



*Early Years  
Foundation  
Stage Parents  
Handbook*



NORD ANGLIA  
INTERNATIONAL SCHOOL  
DUBAI

*Be Ambitious*



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EARLY YEARS  
FOUNDATION STAGE  
PARENTS HANDBOOK

AT

NORD ANGLIA INTERNATIONAL  
SCHOOL DUBAI

# Contents

Welcome to Our School	4
Settling in Process	6
Attendance and Punctuality	9
Early Years Curriculum	10
Daily Routines	12
How We Learn in EYFS	14
Outdoor Learning	15
Uniform	17
Specialist Sessions - Physical Education	18
Communication	22
Medical	23
Lunches and Snacks	28
FAQs	29
What Can I Do to Help My Child?	32



# Welcome to Our School

Firstly I would like to extend a very warm welcome to you and your family from the Nursery and Reception staff here at Nord Anglia International School Dubai.

The first week of school is an exciting and busy time for the children, parents and teachers. There will be lots of new experiences and lots of questions that you will want to ask.

For children who are new to Nord Anglia Dubai the first day is a big day. Some children may find separating from parents and carer's difficult. Preparing your child in advance by talking to them about their new school and having a play visit can make things easier. On the day a big hug, a wave goodbye, a big smile and reassurance that they will be collected and when, will help your child adjust to their new environment more quickly. With time your child will become more familiar and settled with the school routines.

We believe that your child's time with us will be a happy and settled one and that they will enjoy attending each day. We look forward to getting to know you and your family and as the year goes on and we can work together in the best interests of your child.

Please feel free to ask for information and advice to make your child's transition into their new school/class go as smoothly as possible. We are always here to offer our support. If you have any concerns or any questions about what to expect in the coming year please do not hesitate to ask. We will be more than happy to help.

Enjoy your child's Early Years' experience with us.







## Settling in process

Settling into nursery is an important time for young children and their families. For some children this will be the first time they may have been left with another person and often the first time they have been left in a larger environment. At Nord Anglia we aim to make this process as smooth as possible. All children and families are unique and as such their individual needs are taken into account throughout the settling in process. Through discussion with each child's key carer individual arrangements are agreed for each child.

Your child will be invited in for 2 Stay & Play sessions. During this time your child will be able to spend time in their new environment and meet their class teachers and teaching assistants. These sessions will support the transition period and help to settle children more easily when they return after the summer break.

### Orientation day

During this day you and your child will attend a welcome meeting led by the School Principal and Head of Primary which will take place in the auditorium. After this meeting you will be able to meet the specialist teachers that will be teaching your child for PE, music, languages and Arabic. There will be an opportunity for you to ask questions or to simply introduce yourselves.

An outline of the day will be as follows (timings may change):

- 9am – 9:30am - Welcome meeting in auditorium led by Principal and Head of Primary to introduce NAS, EYFS and teachers.
- 9:30am – 10am - parents spend time in classrooms with children. Question and answer session.
- Deputy of Languages, Head of PE and Head of music to introduce themselves and team in Auditorium – 10am – 10:10am.
- Specialist teachers to be available outside chatterbox café to answer questions 10:10am – 10:30am.
- STS (Bus Company) and Caterers (school lunches) available in main entrance all morning to answer questions.

## First day for Nursery

On your child's start date parents/ carers should:

- Arrive at between 7:30am - 8am where your child will be welcomed in by the class teacher and teaching assistants.
- 8am – 8:30am – parents welcome to stay until the child is settled.
- 12noon – children encouraged to be collected. Please speak to the class teacher if your child needs to stay until 2pm or 3pm.

We will follow the same structure for the first two weeks of school. Please talk to the class teacher in regards to the settling in routines, we hope that by working with parents/carers we can provide the best possible start for your child's entry into nursery, laying firm foundations for the future.

## After the first 2 weeks – Official teaching time – 8am – 2pm.

- Children to arrive between 7:30am – 8am where your child will be welcomed in by the class teacher and teaching assistants.
- All parents must leave the EYFS unit by 8am.
- Children have the option of continuing to be collected at 12noon or at 2pm or 3pm. Please speak to the class teacher about your child's collection arrangements.
- Please note that children who remain in the unit from 2pm to 3pm will have resting time which is supervised by the teaching assistants. They can bring a small pillow and a teddy to help them rest. The children are often very tired by the afternoon and for the well-being of the children it is important that they have time to rest during their busy day.
- Specialisms will begin in week 4 for Nursery children. You will receive an introduction email from the specialist teachers before their sessions begin.



## First day for Reception

On your child's start date parents/ carers should:

- Arrive at between 7:30am - 8am where your child will be welcomed in by the class teacher and teaching assistants.
- 8am – 8:30am – parents welcome to stay until the child is settled.
- 12noon – children encouraged to be collected. Please speak to the class teacher if your child needs to stay until 2pm or 3pm.

## After the first 2 weeks – Official teaching time – 8am – 2pm.

- Children to arrive between 7:30am – 8am where your child will be welcomed in by the class teacher and teaching assistants.
- All parents must leave the EYFS unit by 8am.
- Children have the option of continuing to be collected at 12noon or at 2pm or 3pm. Please speak to the class teacher about your child's collection arrangements.
- Specialisms will begin in week 4 for Reception children. You will receive an introduction email from the specialist teachers before their sessions begin.



## Attendance and Punctuality

It is important to arrive and collect on time. It also helps them to learn the necessity for good timekeeping. If you will be unavoidably late picking up – please telephone so that we can explain this to your child. If someone other than yourself or a regular person that we have met before is picking up, then you must phone or send a note with that person. A password will need to be exchanged for any adults who do not regularly pick up your child before we will let them go. If we are in any doubt, we will not send the child home until we have phoned you or your emergency contact.

We ask that you ensure your child makes full and regular use of the place offered to them. If for any reason your child will not be able to attend, for example due to illness, or holiday please could you complete the form on the parent portal Medical section named 'Guidance on Sickness Exclusion' and email the class teacher. In the event of unexplained absences, decisions may have to be made to withdraw a child's place if it is not being used, so that it may be offered to another child.

### Parent / teacher meeting

- Parent meetings (settling in) will be arranged during the second week of school. These meetings will last 10 minutes and is another opportunity to ask questions and find out more about how your child has settled into school.

### Reporting

- All children will receive a settling in report within the first 6 weeks of school.
- Parents and carers will receive a further 3 formal reports throughout the year.



## Early Years Curriculum

Your child's first experience at school is crucial to how they will approach learning for the rest of their life. The Early Years setting at Nord Anglia International School Dubai is committed to ensuring that your child develops into a creative, happy, confident and independent lifelong learner.

All children arrive with different attributes and needs; therefore personalised learning is at the heart of our provision. The way that your child engages with other people and their environment - active learning (Motivation), creative and critical thinking (Thinking) and playing and exploring (Engagement) – underpin learning and development across all areas and support the child to remain an effective and motivated learner. We provide the children with the tools to develop their learning characteristics, which will lay the future for the skills they will need in years to come.

We encourage children to have positive attitudes, form positive relationships and believe in themselves. If children can learn to “have a go”, learn from mistakes and try again, they will succeed in their

future learning becoming resilient risk takers. When children are provided with open ended opportunities where there are no right and wrong answers they learn to think creatively, lead their own learning and become independent learners.

The curriculum is based on the new Early Years Foundation Stage Curriculum incorporated with additional worldwide strategies to make sure your child is getting the best possible education. We ensure that there is a balance of adult-led and child-initiated learning throughout the day, which take place indoors and outdoors. Your child will experience practical play-based activities to ensure they reach their full potential. It is our priority that all children have the time to learn, play, make friends and grow.

The EYFS is based around 7 areas of learning, each area is of equal importance and are planned following the interests of the child that is purposeful and creative.



The three prime areas are:

- Personal, Social and Emotional Development – to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Physical Development – to develop co-ordination, control and movement. To understand the importance of physical activity and to make healthy choices in relation to food.
- Communication and Language – to develop confidence and skills in expressing themselves and to speak and listen in a range of situations.

The four specific areas are:

- English – to link sounds and letters and to begin to read and write.
- Mathematics – to develop skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.
- Understanding the World – to make sense of the physical world and the community.
- Expressive Arts and Design – to express and explore a wide range of media and materials. To share their thoughts, ideas and feelings through a variety of activities in art, movement, dance, role-play and design and technology.

### **Daily Routines**

Children and Parents are asked to wait in the main EYFS reception until a member of staff removed the signs and welcomes them in. The children's first task is to self-register in their classroom. Children are then able to choose where they would like to learn. When registration has closed at 8am the outdoor area is available for the children to use.



# Daily Routines

Nursery Timetable – example – timings will change every year.

EY	Sunday	Monday	Tuesday	Wednesday	Thursday
07:30 - 08:00	Self-Registration /Register/ Child-initiated learning				
08:10 - 08:30	Carpet Time - PSED	Carpet Time - Lit phonics	Carpet Time - Maths number	Carpet Time - Lit writing	SWIMMING 8:00-8:30
08:30 - 10:00	Child initiated learning / Target focus groups	Child initiated learning / Target focus groups Music- 9:15-9:35	Child initiated learning / Target focus groups	Child initiated learning / Target focus groups	Carpet Time- maths shape Child initiated learning / Target focus groups Library slot 10:00 – 10:30
10:00 - 11:30	Languages 10:30 – 11:00	Child initiated learning / Target focus groups Arabic 11:10-11:30	Child initiated learning / Target focus groups Arabic 11:10 -11:30	Child initiated learning / Target focus groups	Languages 10:30 – 11:00
	Child initiated learning / Target focus groups				Child initiated learning / Target focus groups
	Letters & sounds	Letters & sounds	Letters & sounds	Languages 11:15 – 11:45	ASSEMBLY
11:30 - 12:30	L	U	N	C	H
12:30 - 13:00	Carpet Time	Carpet Time	Carpet Time	Letters & sounds	Letters & sounds
13:00 -14:00	Child initiated learning / Target focus groups	Child initiated learning / Target focus groups	Child initiated learning / Target focus groups	Child initiated learning / Target focus groups	Child initiated learning / Target focus groups
14:00	Home time	Home time	Home time	Home time	Home time
14:00 - 15:00	Crèche	Crèche	Crèche	Crèche	Crèche

Reception Timetable – example – timings will change every year.

EY	Sunday	Monday	Tuesday	Wednesday	Thursday
07:30 - 08:00	Self-Registration /Register/ Child-initiated learning				
08:00 - 10:00	Swimming 8:30 - 9:00	Arabic 8:00 - 8:30  Child initiated learning / Target focus groups	Arabic 8:00 - 8:30  PE 8:30 - 9:00  Carpet Time	Library slot 9:00 - 9:30  Carpet Time	Computer room 8:00 - 8:25  Reading 1:1 / Guided reading Child initiated learning / Target focus groups
10:00 - 12:15	Music- 9:30-10:00	Languages 10:00 - 10:30	Child initiated learning / Target focus groups	Languages 10:00 - 10:30	Languages 10:00 - 10:30
	Child initiated learning / Target focus groups	Child initiated learning / Target focus groups		Child initiated learning / Target focus groups	Child initiated learning / Target focus groups
	11:45 - 12:15 Phonics	11:45 - 12:15 Phonics	11:45 - 12:15 Phonics	11:45 - 12:15 Phonics	11:45 - 12:15 Phonics
12:15 - 13:15	L	U	N	C	H
13:15 - 13:40	Carpet Time	Carpet Time	Handwriting	Show & Tell	Star of the week Assembly
13:40 -14:00	S	T	O	R	Y
14:00	Home time	Home time	Home time	Home time	Home time
14:00 - 15:00	Crèche	Crèche	Crèche	Crèche	Crèche

## How we learn in EYFS

We believe that children learn best through play. They are encouraged to join in all activities, to be independent and to make choices. We offer a rich and varied curriculum in a safe but inviting environment. We understand that children develop at their own pace, but with encouragement and opportunity will maximise their potential. Children learn best when they are happy, safe and secure. The staff are there to guide and teach and will get to know you and your child well during your time here.

We have a number of curriculum documents, statements and policies all available for you to see. Please ask if you would like to look through these documents. You can also ask any of our staff about the curriculum.

Our environment is planned to enable children the opportunity to extend and develop their thinking and learning across all areas of the curriculum. Although the resources in each area tend to reflect a particular curricular area, they are planned together enabling children to consolidate and apply their learning in a way that makes sense to them.

Each area is monitored by the adults in the environment and then teachers plan specific learning experiences that are appropriate to the needs of the children. They work with groups and individuals to meet each child's specific needs.

Our environment consists of several areas. Each area offers a different variety of learning experiences for our children.

- Graphics area – (writing/drawing/mark making)
- Book area and listening area
- Puzzles and fine motor skill activities
- Building and Small world play
- Number area
- Exploring and Investigating Area
- Sand / Water
- Creative Area for painting, modelling and constructing
- Music Room
- Role Play Area and dressing up
- Computers and interactive whiteboards are available throughout the environment

## Outdoor learning

The outdoors is the very best place for preschoolers to practise and master emerging physical skills. It is in the outdoors that children can fully and freely experience motor skills like running, leaping, and jumping. It is also the most appropriate area for the practice of ball-handling skills, like throwing, catching, and striking. The outdoors has something more to offer than just physical benefits. Cognitive and social/emotional development are impacted too. Outside, children are more likely to invent games. As they do, they're able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organisational skills. Inventing rules for games (as preschoolers like to do) promotes an understanding of why rules are necessary.

All of the above resources are also available outside, as well as wheeled toys/vehicles, space for running and physical experiences, climbing frames and small equipment e.g. balls, hoops and rings

The EYFS environment is regularly risked assessed by all the staff in the EYFS unit.

We adhere to a NO HAT NO PLAY policy. The children must have a hat in school every day so they can access the outdoor area.





## Specialist subjects

- World Languages – 2 sessions a week for half an hour each. They cover German, Spanish, French and Mandarin.
- Arabic – 2 sessions a week covering 30 minutes each.
- Swimming – 1 half an hour session a week.
- Music – 1 session covering 30 minutes a week.
- PE - 1 half an hour slot a week.
- Islamic Education - 1 session per week for Muslim children.
- Arabic A – 1 extra session per week for first language Arabic children.

## Record Keeping

The Learning Journey tracks your child's progress as they work towards achieving the Early Learning Goals at the end of their Reception year. During the Foundation Stage at NAS Dubai, to ensure effective teaching and learning, teachers use observational assessment to gauge a child's level of development and understanding. The Learning Journey is a record of what a child has achieved, knows and can do.

The booklet contains initial and ongoing observations in the 7 areas of learning accompanied sometimes by photographic evidence. Targets and your child's tracking data can be found on the inside cover of their Learning Journey. This form of assessment not only keeps you up to date with your child's progress but also informs the teachers planning and ensures that each child's learning experiences are based on individual needs. Your child's Learning Journey is kept outside the classroom. Please feel free to look at their booklet whenever you wish to do so. The children also get the opportunity to share their Learning Journeys in class with their teacher and friends.



## Uniform

Please ensure that every item of your child's school uniform and all other personal belongings are clearly labelled. Please also include a change of underwear and a spare set of clothes in your child's school bag. This can be left in their locker. Help your child to be independent by getting shoes that are easy to get on and take off.

### Uniform items

- Blue Early Years polo top
- Grey elasticated shorts/ skorts
- White socks
- Black shoes / white trainers for PE sessions
- Nord Anglia International School black cap or wide brim hat
- Nord Anglia International School swimming costume/trunks
- Nord Anglia International School swimming cap

- Winter uniform can include the NAS jumper, NAS tank top and the NAS hoodie.
- No jewellery to be worn in EYFS. No nail varnish. Long hair tied back.
- Small NAS back pack / water bottle / small snack box / lunch box (if appropriate).
- NAS book bag.

ALL UNIFORM ITEMS ARE AVAILABLE AT ZAKS. A FEW OF THE ITEMS ARE AVAILABLE FROM THE SCHOOL SHOP.

**Please note: PE kit is not needed in EYFS only white trainers.**



## Specialist sessions - Physical Education

The Physical Education provision your child will receive at NAS Dubai is truly exceptional. The curriculum has been carefully designed to enable all children to build a foundation of skills and confidence that will enhance their physical development and transition seamlessly to Key Stage 1. Lessons are delivered by Physical Education specialist teachers who are passionate and experienced in working with Early Years children of all ability levels.

All parents will receive a 'Welcome' Email from their child's PE teacher. This teacher will remain consistent to each class so as to facilitate strong and trusting student-teacher relationships and enable progression to be tracked and monitored. This teacher will be responsible for writing Physical Education report comments and will be the first point of contact should you have any questions or concerns regarding PE.

Nursery and Reception PE lessons start in Week 4 of Term 1. All classes will receive two PE lessons per week. Throughout the year all classes will have one land-based PE lesson and one swimming stroke development lesson. However, in the winter months (around mid-November to mid-February) it is too cold for the children to swim and so they receive two land-based PE lessons.

PE land-based activities will take place outside during the cooler months but will be brought inside during hotter months. Sports Days will take place outside just prior to Winter Break at the end of the athletics units of work. Parents are invited to come and watch their children at this event. The dates of these will be communicated with parents via email as soon as they are confirmed.

### PE: Curriculum Map

	<b>Term 1 Activity Block 1</b>	<b>Term 1 Activity Block 2</b>	<b>Term 2 Activity Block 3</b>	<b>Term 2 Activity Block 4</b>	<b>Term 3 Activity Block 5</b>	<b>Term 3 Activity Block 6</b>
PE Lesson 1	Swimming (outside)	Athletics (outside)	Gymnastics (inside)	Swimming (outside)	Swimming (outside)	Swimming (outside)
PE Lesson 2	Building a Foundation (inside)	Athletics (outside)	Games (outside)	Dance (indoors)	Dribble, Volley and Strike (indoors)	Team Games (indoors)

## Swimming

We benefit from two swimming pools at NAS Dubai. The smaller pool has a consistent depth of 1.0m. The larger pool has a shallow end that is 1.0m deep and a gradual depth increase to 1.8m. There is always a lifeguard present on poolside who is also responsible for cleaning the pool every morning. We take the health and safety of our children extremely seriously.

The swimming pool temperature is maintained above 30 degrees and water is checked for pH and chlorine levels throughout the day by both manual and automated testing systems. If the temperature, chlorine or pH fall outside of our parameters swimming lessons will be cancelled that day as we will not risk any children having a negative experience.

Children will be grouped by ability and may be moved up or down ability groups throughout the year based on their rate of learning and progress. Only one Early Years class will be on poolside at a time. Each class will be taught by the class PE teacher, two M and S professional swimming coaches and the PE swimming intervention instructor (who specialises in working with children with very low water confidence and experience). Children change in their classrooms supervised by their class teachers and TAs.

Towards the end of Term 2 all parents will be invited to come and watch their children swim in demonstration lessons.

### Swimming attire

- NAS swimming costume / shorts
- Small towel or towel dressing gown
- Swimming cap
- Goggles
- Flip Flops



## World Languages in Early Years

Language learning is integral to the life of NAS Dubai and promoted as a key life skill for all. Learning a language broadens a child's understanding of other cultures, communities and countries in partnership with developing their communication and language skills to become true global citizens.

All children at NAS Dubai receive weekly lessons in Arabic and have the opportunity of selecting another language from our World languages of French, German, Mandarin and Spanish. All language lessons are taught by specialist teachers on a weekly basis and a variety of techniques and methods are used to actively engage children in their learning, which incorporates stories, games, songs and role play in a fun enjoyable way.





## Music specialist sessions

Why would we want children to play music? Firstly, because it's fun! But playing and learning music has other important benefits: it enhances fine and gross motor skill acquisition, increases pattern recognition and spatial awareness, enhances social and emotional development, music is a form of communication – it gives children another way to communicate moods, emotions and ideas and children who learn music tend to improve in subjects such as maths, science and English.

During music specialist sessions children will learn to sing songs and explore musical instruments. It is a social experience where children will learn to choose between different ways of playing music – on their own, with small groups or in large cooperative groups. Throughout the year the children will also be involved in musical performances to share their musical skills with you.



## Communication

### Face to face

Communication with Parents and Carers is very important to us at Nord Anglia. Your main point of contact within the school will be your child's teacher. Please come in and talk to your child's teacher if you have any worries or concerns – sometimes a chat is all that is needed to set your mind at rest. Please be aware that teaching begins at 8am, if you feel you need a set amount of time for discussion please arrange a meeting with your class teacher.

### Daily email

At the end of every day you will receive a 'Daily Email' which tells you of the learning that took place in your child's class on that day. It is not intended to replace face to face communication but rather to support it.

### Communication books

Every day in your child's school bag you will find your child's blue communication book. This is a record for library books, reading books for Reception and any visits to the nurse.

### Parent Workshops

Throughout the year you will be invited in for a selection of parent workshops. These will guide you through our ethos and vision in the Early Years unit at Nord Anglia. Workshops include, outdoor learning, assessment, EYFS curriculum, reading, maths and languages.

### Parent Teacher Association

A strong link between parents and school is seen as vital to the progress of your child. Parents are children's first and most enduring educators. A successful partnership depends on a two-way flow of information, knowledge and understanding. When parents and teachers work together the results have a positive impact on your child's development and learning. One way of becoming involved is becoming the class rep. More information is available from the PTA group.

## Medical - Children illnesses

Please inform us of the reason your child is absent from school and of any infectious illness so that we can inform parents/carers. The following apply:

Guidance on exclusion from school or nursery:


Diarrhoea & Vomiting Illness	Recommended period to be kept away from school	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting. 48 hrs Free from Fever or Fever reducing Medication	Exclusion from swimming should be for 2 weeks following last episode of diarrhoea. Exclusion applies to both adults and children.
Fever	Medication	
E. coli 0157 VTEC	Exclusion is important for some children.	Exclusion applies to young children and those who may find hygiene practices difficult to adhere to. Exclusion from swimming should be for 2 weeks following last episode of diarrhoea.
Typhoid*	Exclusion is important for some children.	Exclusion applies to young children and those who may find hygiene practices difficult to adhere to.
Shigella (Dysentery)	Exclusion may be necessary. Doctor will advise.	Exclusion from swimming should be for 2 weeks following last episode of diarrhoea. Exclusion (if required) applies to young children and those who may find hygiene practices difficult to adhere to. Exclusion from swimming should be for 2 weeks following last episode of diarrhoea.

Respiratory Infections	Recommended period to be kept away from school	Comments
'Flu' (Influenza)	Until recovered.	See vulnerable children.
Tuberculosis	Always consult with Doctor and local health board	Not usually spread from children. Requires prolonged, close contact for spread
Whooping cough (Pertussis)	5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment non-infectious coughing may continue for many weeks. Contact tracing may be necessary.

Rashes	Recommended period to be kept away from school	Comments
Athletes foot	None.	Athletes' foot is not a serious condition. Treatment is recommended.
Chickenpox	5 days from onset of rash and when all spots are crusted.	SEE: Vulnerable children and female staff - pregnancy
Cold sores (herpes simplex)	None.	Avoid kissing and contact with the sores.
German measles (rubella)*	6 days from onset of rash.	Self-limiting disease Preventable by immunization (MMR). SEE: female staff - pregnancy
Impetigo	48 hours after commencing antibiotic treatment or until lesions are crusted.	Open sores must be covered.
Molluscum contagiosum	None.	A self-limiting condition.
Mumps		
Ringworm	Not usually required.	Treatment is important – see Doctor. Ensure pets are also examined.
Roseola (infantum)	None.	None.
Scabies	Return after 1st treatment.	2 treatments 1 week apart for cases. Contacts should have 1 treatment; include entire household and any other very close contacts.
Scarlet fever/Step throat*	24 hours after commencing antibiotic treatment.	
Slapped cheek/fifth disease. Parvovirus B19	None.	SEE: vulnerable children and female staff – pregnancy.
Shingles	Excluded only if rash is weeping and cannot be covered.	Can cause chickenpox in those who are not immune. It is spread by very close contact and touch. SEE: vulnerable children and female staff – pregnancy.
Warts and Verrucae	None.	Verrucae should be covered in swimming pools, gymnasiums and changing rooms.



Other Infections	Recommended period to be kept away from school	Comments
Head lice	None. Parent will be notified and asked to treat child (if live lice present) on the night of lice discovery. They may return to school after treatment.	Treatment is recommended only in cases where live lice have been seen. Close contacts should be checked and treated if live lice are found. If eggs present, parents should manually remove eggs daily.
Hepatitis A	Exclude until 7 days after onset of jaundice (or 7 days after symptom onset if no jaundice).	Good personal and environmental hygiene will minimise any possible danger of spread of Hep A.
Hepatitis B and C	None.	Hep B and C are not infectious through casual contact. Good hygiene will minimise any possible danger of spread of both Hep B and C.
HIV/AIDS	None.	HIV is not infectious through casual contact. There have been no recorded cases of spread within a school or nursery. Good hygiene will minimise and possible danger of spread of HIV.
Meningococcal meningitis/ septicaemia	Until recovered.	Meningitis C is preventable by vaccination. There is no reason to exclude siblings and other close contacts of a case. Doctor and local authority will advise.
Meningitis due to other bacteria	Until recovered.	Hib meningitis and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings and other close contacts of a case. Doctor and local authority will advise.
Meningitis viral	None.	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required.
MRSA	None.	Good hygiene, in particular hand washing and environmental cleaning, are important to minimise and danger of spread.
Mumps	5 days from onset of swollen glands.	Preventable by vaccination (MMR).
Threadworm	None.	Treatment is recommended for the child and household contacts.
Tonsillitis	None.	There are many causes, but most cases are due to viruses and do not need an antibiotic.
Conjunctivitis	Until discharge has ceased.	



Following a bout of sickness or diarrhoea, we ask that you keep your child at home for a full 48 hours after the last episode. If your child needs to be fever free at least 1 day before returning to school.

Notwithstanding the above, it is expected that parents/carers use their discretion and if their children remain unfit for school beyond the above guidelines their children stay at home. Young children need time to rest and should not be in school whilst taking medication.

Should your child become ill in school, we will try and contact you as soon as possible so that they can be collected. Please help us to keep contact numbers up-to-date. If you not sure anything please visit the medical room to get advice.

### **Accidents and Accident reporting**

All accidents requiring treatment are recorded on system by the school nurse. This will then be recorded in the school communication book. The class teacher will inform you of any accidents during collection time. If in our opinion a child requires medical treatment, we will contact you immediately.

**Please make sure we have up-to-date contact numbers and your medical consent form is completed and signed.**

## Safety and Security

A security system operates in our EYFS unit; please help us maintain a safe and secure environment.

- All parents must wear their badge when entering and walking around school.
- All visitors are asked to report to reception to sign in and wear a visitor's badge.
- Please ask a member of staff to let you out of the EYFS unit. This is to ensure that children are not let out of the unit by mistake.

If anyone different is picking your child up from school please inform their teacher or relevant member of staff. A password system is in place to ensure that anyone picking children up from the school has been endorsed to do so.

## Toys from home

Occasionally children like to bring a toy from home to show other children or an adult in the Nursery, or just for security. Could you please discourage this as much as possible. Treasures can easily be lost or misplaced which can be very upsetting for the children.



## Lunches and snack time

All children in Nursery and Reception should bring a healthy snack to school that they can access throughout the morning. The children do not have a set snack time but rather eat as and when they are hungry. Some children get up very early for school and travel quite a distance so they may eat on entry to the classroom. Other children may choose to eat later in the morning. Children will be monitored and assisted to ensure that they eat before 10am so that everyone has had a morning snack. Please send in sensible amounts of food for your child to eat. We ask that chocolate biscuits and flavoured milk do not get packed as part of their snack.

- Small snack provided in a plastic box – 1 piece of fruit, yoghurt, snack bar.
- Packed lunch provided in a separate lunch box – 1 sandwich/ wrap, vegetable sticks, juice, yoghurt, pasta.
- Water bottle.

Please show your child their snack and lunch boxes so they know what they look like. Ensure containers are easy for the children to open and close independently. Please clearly label your child's boxes as 'snack' and lunch' and please do not send in glass ware. **NAS Dubai is a nut free school.**

For lunchtime all children will have the option of a nutritional hot lunch provided by the school caterers if you wish to do so. More information can be obtained during the orientation morning.

### Complaints

We hope that during your child's stay with us you will be happy, and be able to discuss any worries you may have with your child's teacher. If however you do feel it is necessary to talk to someone else please come and talk to Tara Lambert the Deputy Headteacher who will endeavour to resolve the problem or issue.



## FAQs

### **What if my child cries on the first day?**

Don't worry! It is quite normal for young children to become upset when entering a new school or classroom for the first time. All the teachers and other adults are used to this and they will do all they can to make your child feel and eventually settled in their new environment. For some children it may be appropriate that the parents and teacher need to establish an early pick up routine until the child is more secure. If your child is having a hard time separating we do kindly ask that once you have said goodbye to your child that you avoid letting your child see you again until pick up time. Once a child has said goodbye and settled down, seeing the parent again can upset them further.

### **Will my child get homework?**

In Nursery there is no formal homework given. However through daily email activities and parent workshops we do give suggestions of fun learning activities that you can do with your child at home.

### **What if my child needs to go to the toilet?**

We require that all Nursery children are out of nappies on their first day of school. Adults will assist all children going to the toilet as and when they need to go. Children will be prompted to go to the toilet at 20 minute intervals to help them become more confident with their self-hygiene care. The children will learn to become more independent with their toileting needs throughout the year. They will be prompted to always ask for assistance if they require it.

### **Will the Early learning goals put pressure on my child?**

No. Most of the time the children will feel they're just playing and having fun through exciting learning experiences. Sometimes they'll choose what they want to do. Sometimes they will take part in adult led activities that develop a particular skill.

### **Will my child bring home a reading book?**

In Reception, one reading book is sent home weekly for you to share with your child. Reading books will go home during the first half term. All children will bring home a library book on a weekly basis.

### **Will my child be tested at the end of the reception?**

There is no formal testing. Adults engage in ongoing assessment throughout the EYFS. The information collected is presented in the form of a book called a 'Learning journey'.

### **When does my child have time to play outside?**

After morning carpet time all 12 classrooms adopt a free flow learning environment whereby the children can move freely between their inside classroom environment and the central outside area at their own choosing. However within this morning period if they chose to spend a lot of their time outside they will be reminded to come inside to eat their snack and to go to the toilet. When the weather is hot the children have limited time spent outside and this is monitored by the class teacher.

### **Can my child take part in a CCA?**

Here at Nord Anglia we value family time and encourage children to be collected at 12 noon or 2pm. There are no CCAs for Nursery aged children for the first 2 terms. In term 3 you will receive a list of external paid for CCAs that you may sign your child up for. Reception children have the opportunity to attend external CCAs from term 1. There will be more information available about external CCAs during the first week of school. Examples of external CCAs include: football, rugby, athletics, gym, ballet, jazz, tennis and swimming.

### **Sports Partner Providers**

At NAS Dubai we work in close partnership with a number of providers who are all experts in their sporting fields. Many of our Partner Providers offer activities tailored for Early Years children. These activities take place from **2:15-3:00pm**. Scheduling is at the discretion of the provider and may vary depending on when their staff are available.

Activities for **Reception** children will commence in Term 1. **Nursery** activities will not commence until Term 3 so as to give the children time to settle and adapt to the demands of a full school day.

The majority of providers will collect children from their classrooms at approximately 2:00pm and walk them to the activity venue. However, in the case of swimming parents must take their children to the poolside at 2:00pm and manage their changing. The swimming coaches cannot leave poolside for health and safety reasons.

Many providers also offer activities during school holidays, evenings and weekends. To sign up for any activities parents should attend the Termly Partner Provider ‘sign-up’ days. Alternatively, Partner Providers can be contacted as per below.

Please note that any questions or feedback should initially be directed to the Partner Provider.

- Miss Duffy

Partner Provider	Activities Offered	Contact Details
Heart Beat Sports	Rugby Athletics	Shane Thornton <a href="mailto:heartbeatsports@gmail.com">heartbeatsports@gmail.com</a> tel. 0556657332
Junior Life Fitness	Fitness	Russ Snr <a href="mailto:russ@jlf.ae">russ@jlf.ae</a> tel. 0507780758
KAFO Academy	Football	Russ Jnr <a href="mailto:junior@kafoacademy.com">junior@kafoacademy.com</a> tel. 0501051999
Diverse Choreography	Dance Drama	Catherine Whitehair <a href="mailto:catherine@diversechoreography.com">catherine@diversechoreography.com</a> tel. 0507714426
Du Gymnastics	Gymnastics	Suzanne Wallace <a href="mailto:suzanne@dugym.com">suzanne@dugym.com</a> tel. 0505536283
ICC Cricket	Cricket	Roopa Nagaraj <a href="mailto:roopan@iccademy.net">roopan@iccademy.net</a> tel. 0564943660
M and S Swimming	Swimming	Ray <a href="mailto:ray@mandssports.ae">ray@mandssports.ae</a> tel. 0557981364
Clark Francis Tennis	Tennis	TBC

## What can I do to help my child?

There's a lot you can do in the weeks before to get ready for the big day. But try to keep your efforts low-key. If you make too big a deal out of this milestone, your child may end up being more worried than excited. Here are some ideas to keep the focus on fun.

- **Use pretend play to explore the idea of school.** Take turns being the parent, child and teacher. Act out common daily routines, such as saying good-bye to mommy and/or daddy, taking off your coat, singing songs, reading stories, having Circle Time, playing outside, and taking naps. Reassure your child that preschool is a good place where he will have fun and learn. Answer questions patiently. This helps children feel more in control which reduces their anxiety.
- **Read books about school.** There are many books about going to school available. Choose several to share with your child over the summer before school starts. Talk about the story and how the characters are feeling. Ask how your child is feeling.
- **Make a game out of practicing self-help skills like:** unzipping her coat, hanging her coat on a hook, putting on her backpack, fastening her shoes. For example, you might want to have a “race” with your child to see how quickly she can put on her shoes. When you play school together, you can give your child the chance to practice taking off her coat, zipping her backpack closed, and sitting “criss-cross applesauce.” If your child will be bringing lunch, pack it up one day before school starts and have a picnic together. This will give her the chance to practice unzipping her lunch box and unwrapping her sandwich—important skills for the first day!
- **Play at your new school.** Visit your child's preschool together. Ask when you can tour the school with your child. Play on the school playground a few times before your child starts the programme. These visits increase your child's comfort with and confidence in this new setting.



## Worries and Watching

Your child may also have some questions or concerns about starting school, either before or after she starts in August. Help her/him get ready with these two key strategies:

- **Listen to your child's worries.**

Although it's tempting to quickly reassure your child and move on, it's important to let your child know that his worries have been heard. No matter what they are, big or small, children's worries about preschool can significantly influence their experience there. Will you remember to pick her up in the afternoon? Will her teacher be nice?

Let your child know it's normal to feel happy, sad, excited, scared, or worried. Explain that starting something new can feel scary and that lots of people feel that way. It can be helpful to share a time when you started something new and how you felt. When you allow your child to share her/his worries, you can help her/him think through how to deal with them. For example, if he/she is worried about missing you, the two of you can make a book of family photos to keep in her cubby and look at when she is lonely.

- **Notice nonverbal messages.** As much as 3/4 -year-olds may talk, most are not yet able to fully explain how they are feeling or what they are worried about. Your child may "act out" his worry by clinging, becoming withdrawn, or by being more aggressive. Another common reaction as children take a big move forward is to actually move backward in other areas. For example, if your child is fully potty trained, he/she may start have toileting accidents. He/she may ask that you feed or dress him/her even though he/she can do these things by him/herself.

It is natural to be frustrated by this regressed behaviour, and you may be concerned that if you do these things for him/her, he/she won't go back to doing them him/herself. In fact, letting him/her play this out often leads to children returning to their "big kid" selves sooner. Remember that your child is facing—and managing—a big change in his/her life. He/she may need more support, nurturing, and patience from you while he/she makes this transition.

## The school Countdown: What to Do and When

The last few weeks before starting school seem to fly by! As you begin the countdown to the first day, here are some things to keep in mind: During the 2 Weeks before school starts:

- Purchase a backpack together with your child. If possible, let your child choose it himself. This gives him a sense of control and emphasizes the fact that he is a “big kid” starting preschool.
- Label all items—backpack, jacket, shoes, blanket, teddy bear, etc.—with your child’s name and teacher’s name in permanent ink.
- Contact the school’s nurse if your child has medication that he or she takes on a daily basis. There will be special rules and forms to fill out for your child to receive medication at school.
- Figure out how your child will get to school and how he/she will come home. Talk to your child about the morning and afternoon routine so that he/she understands that she will be safe, okay, and cared for. Make sure your child meets her before- and/or after-school caregiver, if you are using one.

- Start using your child’s “school bedtime.” Children often go to bed later as the summer months, and longer days, kick in. Help your child get into a preschool schedule by keeping to his or her school bedtime, beginning about 2 weeks before school starts.

## The Night Before school

- Answer any last-minute questions from your child.
- Make sure that your child goes to bed on time.
- Pick a bedtime that gives your child a good night’s rest before his or her first day. Keep the bedtime routine soothing and relaxing. Don’t focus too much (or at all!) on the first day of school unless she wants to.



## The First Day

- Wake up early enough so that you and your child don't have to rush to get to school.
- Make breakfast for your child and, if possible, sit down to eat together—or at least talk with her as she eats and you get ready.
- Review the day's routine (what preschool will be like, how your child will get to school/come home).
- Pack your child's backpack together. If your child is bringing lunch, select foods that you know are his favourites. Having some familiarity on his first day is helpful as he adjusts to so many changes.
- Let your child choose a special stuffed animal or blanket to bring to school with her. These “loveys” can help children make the transition from home to school, and can also make naptime easier, too. You may want to send your child with a family photo or favourite book as well. These familiar objects can help if she feels lonely during the day.



## Saying a Good Good-Bye

These strategies can ease the jitters of separating on your child's first day at school.

- **Plan to stay a little while.** Staying for 15-30 minutes on that first morning can help ease the transition. Together, the two of you can explore the classroom, meet some other children, play with a few toys. When you see that your child is comfortable, it is time to leave. If he/she is having a harder time getting engaged, you may want to ask your child's teacher to stay with your child as you say good-bye so that when you leave, he can turn to another caring adult for support.
- **Keep your tone positive and upbeat.** Children pick up on the reactions of the trusted adults in their lives. So try not to look worried or sad, and don't linger too long. Say a quick, upbeat good-bye and reassure your child that all will be well. Upon collection time focus on positive language, for example, I heard you had a great day at school today.
- **Think about creating a special good-bye routine.** For example, you can give your child a kiss on his or her palm to "hold" all day long. Or, the two of you can sing a special song together before you leave. Good-bye routines are comforting to children and help them understand and prepare for what will happen next.
- **Resist the rescue.** Try not to run back in the classroom if you hear your child crying, as upsetting as this can be. This is a big change and your child may, quite understandably, feel sad and a little scared. But if you run back in, it sends the message that he is only okay if you are there and it is likely to prolong your child's distress and make it harder for him/her to adapt. Rest assured, teachers have many years of experience with helping families make the shift to school. Instead, you can wait outside the classroom for a few minutes to ensure that all is well, or call the school later in the morning to check-in.



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