



**Sage College**  
THE BRITISH SCHOOL OF JEREZ

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# BRITISH EDUCATION EARLY YEARS Foundation Stage

Shaping the future  
From 18 months to 4 years





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## Mission Statement

Our mission is to provide **an outstanding international education founded on a nurturing, family-centred, challenge-driven learning environment.** Ours is a holistic culture of excellence in which all contribute.

We are committed to **inspiring and empowering students to succeed in fulfilling their individual potential at school,** university and beyond, and to help them grow into respectful global citizens who take a leading, active role in positively shaping the future of our changing world.





## Values



### RESPECT

We respect the needs and rights of each member of our community. We encourage listening, understanding and supporting alternative points of view. We show care, kindness and compassion to others. We treat well the environment inside and outside of our school.

### EXCELLENCE

We have a desire for excellence: for being outstanding both personally and academically. We encourage forward-thinking and thinking outside-the-box. We provide outstanding teaching supported by thorough learning plans tailored to students' individual needs. We develop confidence based on acquired skills and abilities. We are responsible, accountable and honest in our actions.

### INTERNATIONAL

We embrace diversity. We recognize the cultures, languages, perspectives and experiences of our local and global communities. We ensure a strong level of international awareness, engagement and understanding. We embrace every opportunity to connect to our local community.



Choosing the first school for your child is a big decision, and **we aim to give the best, most secure and most confident start to their school life.** From these very early stages we nurture a lifelong love of learning. We know that every child is unique and that children develop in individual ways, at varying rates. **Ultimately they all have the ability to be capable, confident and self-assured learners.**

The Early Years goals are for children to have acquired a level of knowledge, skills and understanding by the time they are five.

The prime areas of learning are:

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

We encourage lots of physical activity and children have access to an outdoor area, full of soft play blocks, large balls, climbing frame, rockers and digging equipment.

During the warmer months children will take part in swimming lessons. Children are provided with a well-balanced school lunch which is overseen by teaching staff and which they are encouraged to eat by themselves.

They are also given time and opportunity to rest and sleep during the day.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. **Children are supported to think creatively and imaginatively and explore how resources can be adapted.**

Children are encouraged to play an active role in shaping their learning experiences.

Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. **Each half term, the children look at and discuss their Learning Journal as part of their "Learning Review".**

This is done in collaboration with their parents, carers and educators.



We work closely with the children's parents/carers daily through the 'class dojo' app which provides instant messaging (using translation if necessary), streamed photos of the children's work, private messaging about next steps and a platform to attach documents for the parents to access.

## Observation and Assessment

We use a range of strategies to gather information about each child's learning and development and use this information to ensure that our planning meets the needs of the child.

**The Learning Journal and recorded assessments are both used to consider if a child is working at the expected levels,** exceeding the levels, or has not yet met the levels. Discussions with parents, observations and any other relevant records all contribute to the final assessment.

The child's Profile report is then passed to the Year 1 teacher and helps create a smooth transition to the next stage of school.