



NURSERY YEARS PROGRAMME

Foundation 1 and 2
Handbook 2025-26

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Welcome

Welcome to St PETER'S Nursery, where your child's journey of exploration, discovery, and growth begins. We are delighted to accompany you during this important stage, where the foundations of lifelong learning are built through curiosity, connection, and joyful inquiry.

At St PETER'S, we believe that the early years are a powerful time for cognitive and emotional development. In our dynamic and nurturing environment, children are encouraged to think deeply, ask questions, and explore the world around them through meaningful, hands-on experiences. Guided by our school's vision of exponential learning and factfulness, we nurture independent thinkers who are confident, empathetic, and eager to learn.

Our language-rich classrooms invite children to express themselves in diverse and creative ways—through storytelling, music, movement, and art—fostering early literacy and a strong sense of self. Just as importantly, we support each child's emotional journey, helping them build autonomy, understand their feelings, and form positive, collaborative relationships.

We are honored to be part of your child's first steps in education and excited to share this journey with your family. Together, we'll create a safe and inspiring space where your child can grow into a resilient, curious, and kind learner.



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Nursery and Foundation Years structure

Year Group	Year of birth
Foundation 1 / Nursery 1	2024
Foundation 2 / Nursery 2	2023
Foundation 3	2022
Foundation 4	2021
Foundation 5	2020

How We Allocate Students at St PETER'S SCHOOL

At St PETER'S, students are placed in year groups according to their year of birth. The cut-off date is 31st December. This means that all children born between 1st January and 31st December of the same calendar year will join the same grade.

For example, if your child was born in March 2017 and another child was born in November 2017, both will be placed in the same year group.

This structure ensures that students progress through the school with peers of the same age. It also aligns with international standards, although it may differ slightly from other systems. For instance, in the British system, the cut-off date is usually 31st August, so children may be placed in a different year group there compared to ours.

At St PETER'S, the Nursery years are part of the Foundation Years programme. For clarity, Nursery 1 corresponds to Foundation 1, and Nursery 2 corresponds to Foundation 2.

Timetable

Year group	Drop off time	Regular class time	After School activities (extra fee)
Nursery 1 & 2	8-9	9-4:00, Friday 9-2:30	--
Foundation 3 to 5	8-9	9-4:30, Friday 9-2:45	4.30-6

To view the School's calendar for 25/26, please visit our [website](#).

The weekly class timetable for your child will be shared with you during the **Welcome Meeting on the 3rd of September for Nursery, at 3 pm.**

Nursery Checklist

Please ensure that ALL of your child's clothes, shoes, sheets and others are labeled with your child's name.

Things to buy on the uniform web (www.uniformesdecolegio.com):

- Yellow nursery uniform
- Full set of spare uniform
- Backpack
- Red St Peter's jacket
- School bedding

Other things to bring

- White trainers with velcro
- Water bottle
- Waterproof gear (jacket + trousers + wellies)
- Full pack of nappies (no pull-ups)
- Dummy inside a plastic box (if necessary)
- Comfort toy (if necessary)
- Fold-up bed (similar to this one): <https://shorturl.at/m6agT>

Adaptation steps

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Welcome to the Nursery	First short separation	Lunch time	Sleep time	Full day
Meet the teacher, explore the space with parent present	Parent leaves for a short period of time	Child has lunch in the Nursery	Child sleeps in the Nursery	Child stays for the full school day

Adaptation proposal for you

DAY	Tuesday 2nd	Wednesday 3rd	Thursday 4th	Friday 5th	Monday 8th
TIMETABLE	9.00-11.00	9.00-11.00	9.00-12.00	9.00-14.00	9.00-16:00
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5

Daily routine

Our nursery follows a thoughtfully structured daily routine that provides consistency, comfort, and opportunities for exploration throughout the day. Each morning begins with a warm Early Welcome followed by our Welcome Circle, where children settle in and connect with peers and educators. A healthy snack is shared before heading to the gym for physical activity that supports gross motor development. Mid-morning includes a nappy change and a choice between rest or outdoor play, depending on each child's needs. Late morning activities vary and may include music, mindfulness, or sensory exploration in the lab, always encouraging creativity and emotional awareness. Lunchtime is followed by a calm, quiet period to help children unwind. After a restful nap in the early afternoon, children enjoy a light snack and nappy change before heading outside to the playground for free play. The day ends with a cheerful and relaxed pick-up routine



Example of a Daily Timetable

*The final one will be given at our Welcome Meeting

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30 - 9:10	WELCOME	WELCOME	WELCOME	WELCOME	WELCOME
9:10 - 9:30	SNACK	SNACK	SNACK	SNACK	SNACK
9.30 - 10:00	GYM*	GYM*	GYM*	GYM*	GYM*
10:00 - 10:30	NAPPY CHANGE & SLEEP OR OUTSIDE (PROPOSAL)	NAPPY CHANGE & SLEEP OR OUTSIDE (PROPOSAL)	NAPPY CHANGE & SLEEP OR OUTSIDE (PROPOSAL)	NAPPY CHANGE & SLEEP OR OUTSIDE (PROPOSAL)	NAPPY CHANGE & SLEEP OR OUTSIDE (PROPOSAL)
10:30 - 11:00	SLEEP OR OUTSIDE	SLEEP OR OUTSIDE	SLEEP OR OUTSIDE	SLEEP OR OUTSIDE	SLEEP OR OUTSIDE
11:00- 11:30	MUSIC	MINDFULNESS	MINDFULNESS	MUSIC	LAB*
11:30 - 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 13:00	CALM TIME (12:30 - 13:30)	CALM TIME (12:30 - 13:30)	CALM TIME (12:30 - 13:30)	CALM TIME (12:30 - 13:30)	CALM TIME (12:30 - 13:30)
13:00 15:00	SLEEP TIME	SLEEP TIME	SLEEP TIME	SLEEP TIME	SLEEP TIME
15:00 - 15:30	NAPPY CHANGING/SNACK	NAPPY CHANGING/SNACK	NAPPY CHANGING/SNACK	NAPPY CHANGING/SNACK	NAPPY CHANGING/SNACK
15:30 - 16:00	PLAYGROUND	PLAYGROUND	PLAYGROUND	PLAYGROUND	PLAYGROUND
16:00	PICK-UP	PICK-UP	PICK-UP	PICK-UP	PICK-UP

Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes can help individuals and groups become responsible members of the local, national and global community. In Nursery, we start exploring these attributes with the children.



Inquirers

We nurture our curiosity. We know how to learn independently and with others. We explore and learn with enthusiasm.



Knowledgeable

We are curious and eager to learn, building strong foundations for a lifetime of learning.



Thinkers

We use our curiosity and imagination to explore and solve simple problems. We make choices and learn to think about what is kind and fair.



Communicators

We begin to communicate in English through play, songs, and daily routines. We express ourselves with words, gestures, and creativity, and we start to listen and share with others.



Principled

We are learning to take turns, share, and play kindly with others. We begin to understand what is right and fair, and we take responsibility when we make mistakes.



Open-minded

We enjoy that our friends may speak different languages, eat different foods, or celebrate in different ways. We learn to respect each other and grow by sharing these experiences together.



Caring

We show empathy, compassion and respect. We act to make a positive difference in the lives of others and in the world around us.



Risk-takers

We are not afraid to explore and discover. We try new things with curiosity and courage, and we keep going when something feels different or new.



Balanced

We are learning to move our bodies, express our feelings, and find moments of calm. We begin to balance play, rest, and emotions to feel well.



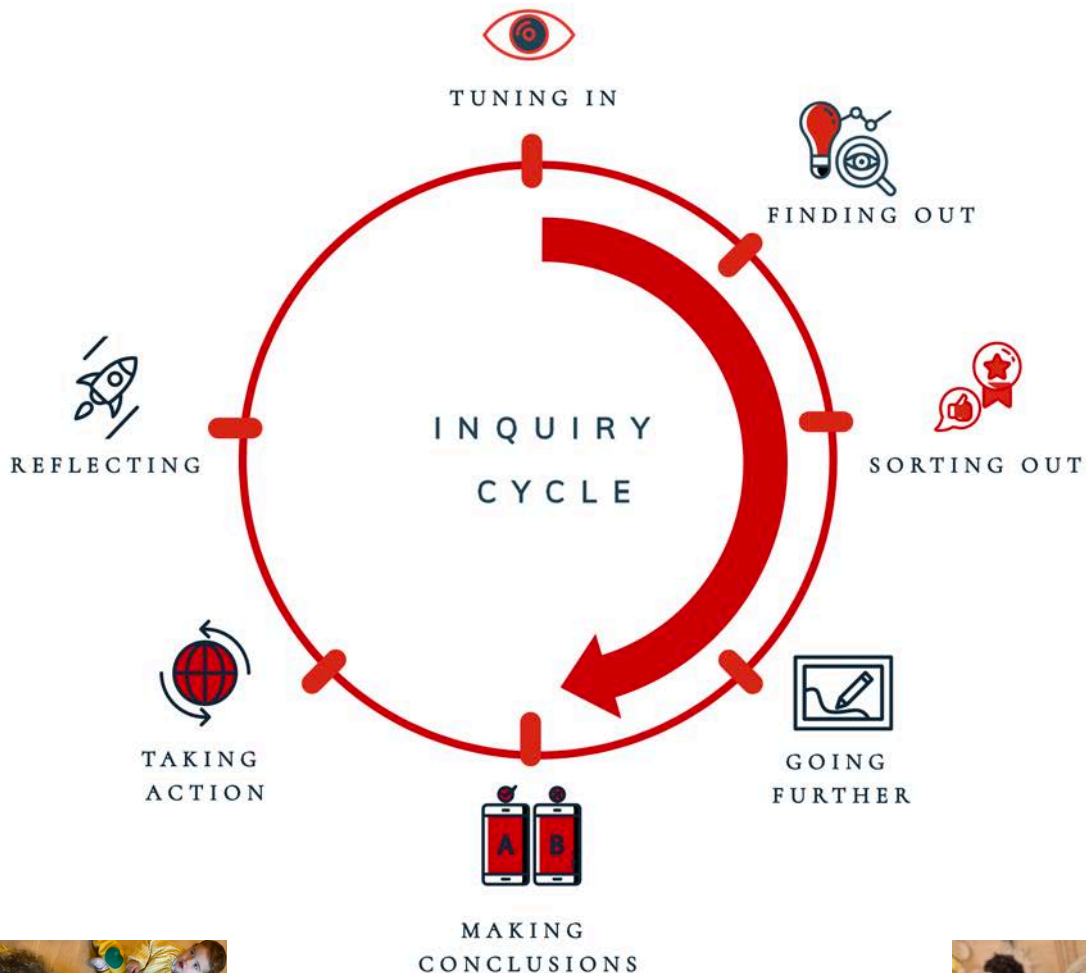
Reflective

We are learning to pause, relax, and notice what we do. We begin to think about our actions and experiences as we grow.

Inquiry Circle

Inquiry is a process: a flexible, cyclical framework where curiosity leads the way. Children return to the “tuning in” phase again and again as new questions arise, ideas are tested, and interests are expressed.

At St PETER’S, we are excited to begin nurturing this spirit of inquiry from the very start. In Nursery, science is introduced through play, exploration, and discovery. Our Science Lab coordinator will accompany the children on this first journey, making science a joyful and engaging experience.



Health protocol

As a general rule for all illnesses that cause fever, students must stay fever-free for 24 hours before returning to school.

Below are the criteria for returning to school for some of the most common infectious diseases at school age:

- **Diarrhoea:** You can return between 24-48 hours after the last diarrhoeal stool.
- **Pediculosis (head lice):** They can return to school when they no longer have head lice and have undergone anti-lice treatment.
- **Conjunctivitis:** If it is suppurative, he can return to school 24 hours after starting the treatment. If it is not suppurative, he/she can come to school normally.
- **Chickenpox:** Until all lesions have crusted over or at least 6 days after the onset of the rash.
- **Bacterial tonsillitis** requiring antibiotics: 24-48 hours after the start of antibiotic treatment.

Our nurse will inform you if your child is not feeling well, and you have to come and collect them.

School Policies

St PETER'S SCHOOL has a comprehensive set of policies and regulations designed to ensure clear, consistent standards and the smooth, safe operation of the school. We are deeply committed to safeguarding our students' physical and emotional well-being, fostering a secure and inclusive environment where they can thrive. We also believe that parents should feel confident that their children are in a safe and caring setting. Likewise, our staff should experience St PETER'S SCHOOL as a safe and supportive workplace. In this section, you will find key documents outlining the school's internal organisation, policies, and regulations.

You can consult our policies on our [website](#):

[Internal School Organisation and Functioning Regulations](#)

[Academic Integrity](#)

[Assessment](#)

[Inclusion](#)

[Language](#)

[Safe and Supportive environment](#)

[Use of Artificial Intelligence](#)

[Use of Devices](#)

Wellbeing Department

At St PETER'S Wellbeing Department, we strive for the holistic wellbeing of all members of our educational community, including students, professionals, and families, addressing their academic, social, and emotional needs.

Our goal is to reach every member who influences the growth of our students, promoting optimal personal development. To achieve this, we implement programs and projects in collaboration with the entire community, harnessing the enthusiasm and knowledge from everyone involved. Some of our ongoing programs include:

Attention to Specific Educational and Emotional Needs (SEEN)

- Detection.
- Support for the teaching team and families.
- Development of Individualized Educational Plans (IEPs).
- Referrals and coordination with external specialists to effectively address specific learning needs

SEAL intervention (Social and Emotional Aspects of Learning)

- Collaboration with the teaching team to promote a transdisciplinary approach.
- Families: Participation in morning coffees discussing education and personal growth in today's society.

Transitions:

- Welcoming and farewells are integral parts of our students' lives, and we strive to pay special attention to these sensitive aspects for both students and their families.
- Our welcoming plan begins with this handbook, welcome meetings with new families, and continues with various actions throughout the school year.

Do you think you may need to get in touch with the Wellbeing Department?

One of our department members, either a pedagogist or a psychologist, will attend the first tutoring meeting to assess your child's adaptation process. Depending on the school's evaluation, this meeting may take place sooner or later, but if you feel the need to reach out to us earlier, please feel free to do so. You can request a meeting with the Wellbeing Department at the school's Reception.

If you are uncertain about whether you need to get in touch with the Wellbeing Department, please consider the following indicators:

For children

- They have started experiencing continuous physical pain during the first weeks of school.
- They have difficulties sleeping, with frequent awakenings.
- They display strong tantrums and aggressive behavior, which they had previously overcome.
- They have started displaying challenging behaviors.
- They have experienced very abrupt emotional changes.
- There is a diagnosis or concern regarding the existence of any specific undiagnosed needs.
- They have faced complex situations in the past that may impact their personal development within the school.

For adults

- You feel overwhelmed, anxious, or nervous about this new stage.
- You have doubts about how to approach this new stage, experiencing fear and confusion.
- You are going through a family situation that you believe may be affecting your child.
- You observe or sense that your child is struggling with social adaptation.

Parent Participation



Parenting

We want to inspire and empower parents to provide healthy home environments, in which children can continue to thrive outside of school. We offer parents workshops on topics such as early literacy, inquiry skills, positive behaviour guidance. When needed, our Wellbeing Department can help families find specialist support and assistance.



Relocating

Have you just moved to Barcelona? We understand that in addition to choosing our school, your family might need support in getting to know your new city/country. We can recommend Relocation and Real Estate Agents to help with any formal arrangements related to your move.



Volunteering

We invite parents and carers into our classrooms to enrich our units of inquiry. Parents can arrange with the teacher to present a topic of interest or an area of expertise. You can join us for afternoon story time, share your area of expertise with our students or participate in other special projects such as International Day.

After School

Our After School activities hub is a relaxed environment where your children can spend time with their friends playing, practising a sport, learning languages, technology and music. At the same time interested parents can attend Spanish beginner lessons.

Social events

Starting with the Welcome Meetings, we invite families to join our social and cultural events. These gatherings take place in school and in various external venues, where parents can socialise with each other. Such events include sports days, international day, Christmas Fair, city tours etc.

Hosts

New to our School Community? No problem! Our Class Host will help your family settle into the new school routines, help you connect with other families and suggest playdates or informal weekend meet ups.

Communication and Online Tools

At St PETER'S, we regularly use the following education management technology tools to record your child's progress, propose fun activities for learning at home, and include you in our international learning community.

For any direct communication with your child's teacher, you can speak to them daily at the gate during drop off and pick up, message via **Toddle**, e-mail, or call the school for an in-person meeting.

We use Toddle as a tool for making your child's learning visible. Your child's teacher will be posting evidence of learning as well as announcements and activities to do at home (not obligatory). By following Toddle, you can truly become your child's best audience for their learning! Your child's teacher will also be reminding you of any excursions, extra items to bring to school through the Toddle announcements section.

Download Toddle Family App

Please download the **Toddle Family App** for communication, either on [Google Play](#) or [Apple](#)



If you have trouble joining or using any of these app, please let your teacher know to receive individual assistance.



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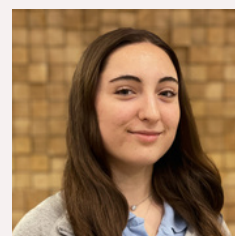
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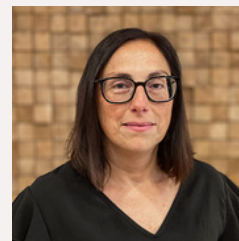
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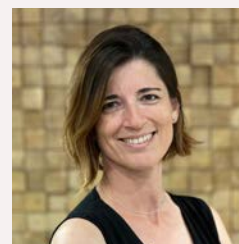
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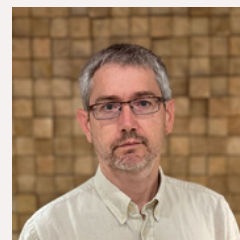
Wellbeing Department



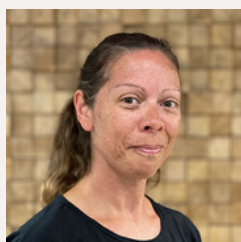
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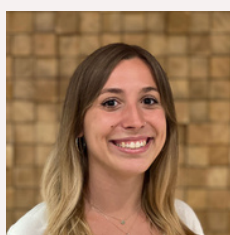
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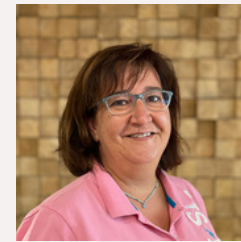
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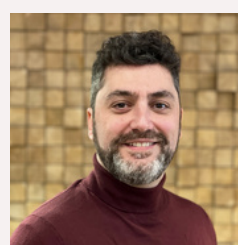


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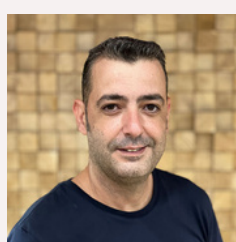


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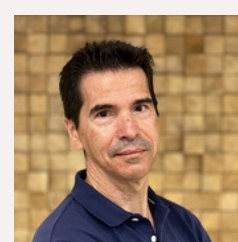
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