



Foley's School Study Guide 2026/27

Early Years

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Foley's School¹ is a private, independent, multinational and co-ed, *different*²ⁱ school, licensed by the Ministry of Education, Sport and Youth. We are an international school catering for all age groups from Pre-Reception (Kindergarten) to Upper Sixth (Year 13). Around 50 different nationalities are represented at our school and English is the language of instruction. We broadly follow the UK National Curriculum, although this is adapted slightly to make it more relevant to international pupils. The eventual goals are external examinations, IGCSEs and A levels, with London (Edexcel) and Cambridge examination boards. The School has been highly successful in these examinations over the years and the majority of our pupils succeed in gaining places at top universities in the UK, Europe, USA and Canada. At the end of Year 13, pupils are also awarded an Apolytirion, accredited by the Ministry of Education, Sport and Youth.

At Foley's School, we encourage an enthusiasm for learning and a sense of independence and responsibility. We take a positive approach to behaviour and encourage social awareness, courtesy and consideration for others. This creates a disciplined but friendly environment, in which pupils and teachers can work together in a spirit of cooperation and mutual respect.

EARLY YEARS DEPARTMENT

The Early Years Department consists of three Pre-Reception classes and four Reception classes.

CURRICULUM

In the Early Years (Pre-Reception and Reception), we follow the Early Years Foundation Stage (EYFS) curriculum. This is an educational framework for children in their early childhood, from birth to the end of the Reception year. The Early Years curriculum aims to nurture a child's physical, cognitive, social, emotional and creative development. Activities and learning experiences are planned and taught to address all of these aspects.

The principles of the Early Years Foundation Stage curriculum are that:

- Every child is unique and can learn through positive relationships and enabling environments.
- Pupils develop and learn in different ways and at different rates.
- The learning and development of young children are interconnected.

¹ Foley's School is a **private** school regulated by the Private Schools Law of 14 (I)/2019.

² "Different" refers to the type of school as defined by Article 11(5) of the Private Schools Law of 14 (I)/2019. Schools which are classified as 'different' do not adhere to the curriculum of public schools.

The EYFS curriculum is divided into seven areas of learning and development, organised into two categories:

Prime Areas:

Personal, Social and Emotional Development (PSED):

Helping children develop positive self-esteem, manage feelings and understand themselves. Focuses on children's ability to manage their emotions, develop relationships and understand social norms.

This includes:

- Opportunities to express feelings and emotions, through circle time discussions or emotion-focused stories.
- Cooperative play and turn-taking through group activities and games.
- Supporting children in resolving conflicts and managing their behaviour through positive guidance and modelling.
- Building confidence, resilience and kindness.

Communication and Language (CL):

Focuses on developing children's language and communication skills. It emphasises listening, understanding and speaking in a range of situations, enabling pupils to express themselves effectively. Activities should be planned to promote active listening skills, understanding spoken language and following instructions. Pupils will develop their comprehension skills and make sense of spoken language, stories and information.

This includes:

- Daily singing, rhymes and stories.
- Conversations and discussions (Circle Time).
- Role play, small world and small group activities.
- Using visual aids (pictures/objects) to support the understanding of new words and concepts.
- Talking partners.

Physical Development (PD):

This area is concerned with improving skills like coordination, control, manipulation and movement. It also relates to the importance of physical activity and teaches children to make healthy food choices. Activities are planned to promote both fine and gross motor skills and there is focus on activities that encourage a healthy lifestyle.

This includes:

- Physical play such as climbing, running, and balancing, both indoors and outdoors,

- Using a range of materials and tools that support fine motor development, such as puzzles, playdough, and writing implements.
- Fine Motor Station (Funky Fingers).
- Gross motor activities – bikes, scooters, big construction toys, climbing frames.
- Engaging in self-care activities, such as dressing and feeding themselves, with appropriate support.

Specific Areas:

Literacy:

Encompasses early reading and writing skills, fostering a love for books and storytelling. Children are encouraged to link sounds to letters and begin to read and write. Pupils have exposure to storytelling and early reading and writing activities through Phonics lessons.

This includes:

- Shared reading experiences, encouraging them to join in with repeated refrains and discuss the story.
- A range of mark-making materials, such as crayons, pencils, and chalk, and encourage children to experiment with writing for different purposes.
- A print-rich environment with a variety of books, signs, and labels.

Mathematics:

Enhancing mathematical understanding and skills. Maths skills are introduced through hands-on activities and play, laying the foundation for mathematical understanding. Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.

This includes:

- Using a range of objects for counting, sorting, and comparing, such as natural materials, blocks, and household items.
- Number rhymes, songs, and stories that involve counting and mathematical concepts.
- Exploring shapes, patterns, and measures through play, such as building with blocks or measuring ingredients in cooking activities.

Understanding the World:

Involves guiding the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, the environment and technology.

This includes:

- Opportunities to explore and investigate the natural world, such as nature walks, gardening, and sensory play.
- Activities that promote understanding of different cultures and communities, such as celebrating festivals and trying new foods.
- Experiences with technology, such as using cameras, computers, and programmable toys, to develop digital literacy skills.

Expressive Arts and Design:

Focuses on enabling the children to explore and play with a wide range of media and materials. It also involves providing opportunities and encouragement for sharing their thoughts, ideas and feelings. This develops their imagination, creativity and self-expression.

This includes:

- A range of open-ended materials for artistic exploration, such as paints, clay, and natural objects.
- Music and movement activities, such as singing, playing instruments, and dancing.
- Opportunities for imaginative play, such as role-play areas, props and costumes.
- Small world activities, puppets and storytelling.

Play is considered a crucial vehicle for learning. Planned purposeful play provides opportunities for children to explore, experiment and develop a range of skills, across all areas of learning, in a natural and enjoyable manner.

Phonics, Reading and Writing

The children learn their Phonics skills through various schemes. In Pre-Reception, Phonics is taught through a blend of Jolly Phonics and Read, Write, Inc. In Reception, Read, Write, Inc. is used for Phonics lessons and developing early reading and writing skills. The children learn letter sounds and basic digraphs using visual, auditory and kinaesthetic clues. We stress the importance of books and the joy of being a reader. In Reception, reading is developed through *Oxford Reading Tree*, *Dandelion Readers* and *Rising Stars*.

Greek

At Foley's School we offer a rich and robust Greek curriculum for all children. Our aim is to develop a breadth of reading, writing and language skills, whilst instilling a love of the Greek language as well as of the Cypriot history and culture. In Pre-Reception, half of the school day is taught in Greek and the other half is taught in English. In Reception, all pupils learn Greek within the curriculum, where they are split according to fluency in Greek language.

In Reception, children have six lessons of Greek per week and the Greek curriculum is taught at two levels:

Greek as a First language:

The children attending this group must be fluent in Greek and follow the Greek programme for Cypriot nationals.

Greek as a Second Language:

The children will acquire a basic knowledge of Greek. They will be able to understand and use familiar everyday expressions, ask, and give information about daily and basic needs and communicate in Greek.

The children's progress is carefully monitored through observations and regular teacher assessments, both formal and informal. At the end of this phase of education, children are confident of their abilities and are enthusiastic and prepared for Key Stage 1 (primary education).

INSTRUCTION TIME

The School day begins at 8.00 am and finishes at 1.00 pm. We also offer an optional Crèche facility that runs until 4.15 pm.

For pupils who choose to remain in Crèche, a hot meal is provided for lunch at an extra charge and the pupils play for the afternoon both outdoors and in.

ADDITIONAL TEACHING SUPPORT

Please note that all Early Years classes are supported by Teaching Assistants.

TRANSITION THROUGH EARLY YEARS

Pupils must make satisfactory academic progress through the year, as assessed by the Head of School and the teachers, in order to progress to the next year group. Parents will be consulted before the end of the Spring Term if there appears to be any reason why the pupil may be refused a place at the next stage of the School. The School may offer a repeat (consolidation) of the same year group in some situations, but this cannot always be guaranteed.

ASSESSMENTS & PROGRESS REPORTS

Throughout the first Autumn term, Early Years pupils are assessed through classwork, observations and baseline assessments. Progress made and areas for development will be discussed with parents in October at Parent/Teacher meetings.

Formal internal mid-year assessments take place at the beginning of February. A mid-year progress report is available shortly after these assessments and discussed in Parent/Teacher meetings.

During the final term, Early Years pupils are assessed and a full written report is available to parents at the end of the academic year.

Ongoing classroom-based teacher assessments take place throughout the year.

During the Reception year, assessments are valuable in establishing whether pupils will be admitted to the Primary School (Year 1). For those pupils struggling to access the curriculum at Reception level, meetings with parents will be conducted in order to discuss their child's options for Primary School.

ADDITIONAL NEEDS

At Foley's School we feel passionately about fulfilling academic potential but we also care deeply about holistic well-being. We have a dedicated team of staff responsible for wellbeing. They provide academic and pastoral care for each and every one of our pupils.

Our Inclusion and Wellbeing Leader and Team work with specific pupils, their teachers and parents to develop individual learning plans which identify and implement a range of supportive strategies. The Wellbeing Team works closely alongside our teachers to both train and facilitate the implementation of a variety of techniques which not only target specific needs but also benefit the whole class.

ADMISSIONS

Foley's School offers the potential of a continuous learning experience from Early Years to graduation in the Sixth Form (Year 13). Pupils may enter at any year group, in any term, **subject to availability of places**, although our main entry point is at Pre-Reception (Early Years).

For Pre-Reception, the Admissions Department will invite candidates on the waiting list into School to undertake an entrance assessment/interview. The entrance requirements are based on age-appropriate expectations. Candidates need to show cooperation, aptitude, be able to complete a series of activities set and display a readiness to access our Early Years Foundation Stage curriculum. Places will be offered to the most successful children in the entrance assessment.

If vacancies arise in Reception, the Admissions Department will invite children on the waiting list, into school for an entrance assessment/interview and places will be offered to successful candidates who will then join the children progressing from Pre-Reception. Children entering at this stage should be able to successfully complete a set of activities that they will undertake in the assessment interview.

Upon acceptance the pupil must be registered within 7 days. This entails completion of the Enrolment Form and payment of the required Registration Deposit. This reserves the place until fees have been paid in advance.

Priority for an entrance assessment is given to children who have or have had siblings in the School and children of former pupils.

Special Education and support are provided in proportion according to the provisions of the Law on Education of Children with Special Needs (Private Schools Law of 2019, Article 14. (5).

The School reserves the right of admission at its sole discretion.

SCHOLARSHIPS

No scholarships are currently available for the academic year 2026/2027.

SCHOOL FACILITIES

Each Pre-Reception/Reception Class has a bright, colourful classroom space. Due to the nature of learning at this stage, there are carpeted areas, clusters of tables for when the children are working on focused tasks, and plenty of space for the children to play and rotate around the areas of learning that are set up. We have bright displays where the children's work is celebrated.

Classrooms are very well-resourced and all are equipped with the latest interactive flatscreen panels, which help present educational resources in a highly creative and varied way and are suitable for whole class and small group settings.

We have a variety of playground spaces which include a grassy, shaded area for groups to enjoy, a spacious fully shaded, rubberised safety surfaced playground space for bicycles and wheeled toys and a playground area with climbing equipment. Early Years pupils also have a generously sized Atrium space where the areas of learning are set up for the children to enjoy.

ICT

Pupils in the Early Years classes have access to tablets for specific activities. In Reception, the pupils use *Beebots* and other programmable toys to develop their ICT skills.

Science

In Early Years, Science is taught as an integral part of Understanding the World, the children have opportunities to explore and investigate through topic-based learning.

Art

Creative activities take place within the classrooms through themes and topics as part of Expressive Arts and Design. All classrooms have their own art resources and access to sinks.

Music

Early Years pupils enjoy their Music lessons in their classrooms through various Music schemes such as Music Express and Sounds of Music. Pre Reception children have weekly Creative Music and Movement sessions.

Music features strongly in the Primary School, both within the curriculum and as an extracurricular activity. There are several concerts and performances every year at School and the school bands and choirs are often invited to events in the local community.

Sports Facilities

Sport has always featured highly at Foley's School and the School has outstanding sports facilities.

During their PE lessons, Early Years pupils develop fundamental movement skills and extend their agility, balance and coordination. These skills are further developed as a pupil moves through the Primary School, where pupils progress to developing a broader range of skills in order to successfully develop an understanding of how to improve in different physical activities and sports, including competitive games. Additionally, all pupils are given the knowledge, skills and motivation necessary to encourage a lifelong participation in physical activity and sport as well as prepare them for a healthy lifestyle. All pupils are expected to take part in these activities unless excluded for medical reasons.

There is a top of the range **astroturf multi-purpose pitch** used for football, tag rugby, softball, field hockey and cricket. The school regularly competes locally and nationally and has competed internationally in football and cricket (attending tournaments in Spain, Belgium, Greece, Italy, the Netherlands, Czech Republic and Dubai).

The 300m all-weather Tartan **running track** and surrounding facilities offer opportunities for a wide range of track and field athletic events. Our annual Sports Days allow our pupils to show off their athletic prowess in front of up to 1000 spectators. The **large, spacious Sports Hall**, with its sprung wooden floor is available for basketball, unihockey, futsal, volleyball, netball, table tennis, hand ball and a variety of fitness activities.

An **Indoor gym** is also used for modified games and fitness activities. Due to its sprung wooden flooring, it is particularly well-equipped for gymnastics and dance. With high

level coaching in Gymnastics, the School has a Girls' Artistic Gymnastic Squad which performs at various functions in School.

FIRST AID

There is a qualified nurse on the premises during the School day. In addition, most members of the staff are trained in First Aid.

EDUCATIONAL VISITORS/SCHOOL TRIPS

In Early Years, we invite educational visitors or guest speakers to school to enhance the learning experiences and bring real-world relevance to the curriculum. These may include authors/storytellers, community helpers, dentist, animal experts and music educators.

Extra-curricular trips or outings play a valuable role in enhancing children's learning experiences and providing them with opportunities to explore the world beyond the classroom. Reception Classes may attend educational visits during the academic year for example: Musical Theatre Workshops, a visit to the local Pottery Centre, and other interactive learning experiences.

SCHOOL REGULATIONS

At Foley's School, we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. Teamwork and leadership are developed through a variety of activities.

For this reason, we have developed policies to facilitate an environment that actively promotes learning, gains the support and trust of pupils and their parents and attracts and retains good quality staff. Our internal regulations and policies provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and consistency of treatment maintained.

We expect the whole school community to follow the School's regulations and policies consistently, supporting one another and working collaboratively with parents/guardians to help maintain high standards.

1. Language of Communication

In a multi-cultural setting like Foley's School, it is important that communication takes place in a language common to all. From a young age, we make pupils aware of the necessity of using a common language when in groups of mixed nationality, as a matter of courtesy to all pupils present. This way, there is less chance of anything being perceived as offensive.

2. Pupil Code of Conduct

All pupils are expected to:

- Maintain a positive attitude to school.
- Follow teacher instructions.
- Behave, always, with courtesy and respect towards all members of the school community – pupils (of all ages), teachers and non-teaching staff – “Treat others as you would like to be treated yourself.”
- Be friendly, generous and considerate towards others.
- Be honest about their mistakes and proactive in addressing them; play an active,
- Be inclusive.
- useful part in the school community.
- Keep classrooms, corridors, playground areas, canteen and toilets free from litter, graffiti and vandalism.
- Wear correct uniform.

Encouraging positive behaviour in School aims to develop pupils who have a clear appreciation of the intrinsic value of high achievement in all areas of school life.

3. Involvement of Parents and Guardians

Parents and Guardians undertake to uphold the school’s policies and support the School’s values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, and homework/private study as well as support the School in matters of discipline.

Although parents may not be informed of minor incidents which take place at School, they will be informed, should anything more serious arise.

4. Maintaining Good Behaviour

We expect good behaviour as a ‘norm’ at Foley’s School and pupils will be rewarded accordingly. This may include:

- Praise.
- Feedback to Class Teachers and Year Coordinators.
- Feedback to parents (via email, reports, Parent/Teacher meetings).

5. Rewards and Sanctions

At Foley’s School, we encourage the establishment of good teacher/pupil relationships and support for the School’s values through a system of rewards and sanctions which are designed to promote a calm and disciplined learning environment.

Within the Early Years Department, a variety of behaviour management strategies are implemented. These include behaviour ladders, stickers and special responsibilities,

and are designed to encourage positive behaviour and provide a structured way to acknowledge and reward individuals for their efforts.

Behaviour incidents, achievements, and observations regarding pupils are communicated to parents directly.

6. Mobile Phones

Early Years pupils are **not** allowed to bring mobile phones to school.

7. Uniform/Hair/Piercings/Jewellery/Nails

Uniform

Correct uniform must be worn at all times. Please see Appendix 1 - Uniform List & Regulations for details.

If a pupil has a genuine problem regarding uniform, he/she should bring a note, signed by a parent/guardian which explains the reason. This must be presented to his/her Class Teacher who will approve accordingly.

Hair

Hair can be short (not shorter than Level 2) or long but NOT shaved or dyed. If hair is long, it needs to be tied back, neatly. Hair must not cover the face/eyes.

Jewellery/Piercings

Only one pair of stud earrings (one stud on each earlobe) is allowed. Earrings should be removed for PE lessons.

For both boys and girls, no other piercings of any sort are allowed.

No other jewellery allowed except for a religious symbol, worn discreetly under school uniform (i.e. it should not be visible).

Nails

Nails must be natural and short. No varnish of any sort.

8. Absences

It is important that pupils attend school every day of the academic year so that they receive a consistent and continuous education. Regular attendance ensures pupils progress through the curriculum as intended, building on previous lessons and acquiring new knowledge and skills. Missing school days results in gaps in learning, making it challenging for pupils to grasp new concepts and keep up with their peers. Absences can leave pupils ill-prepared for assessments, potentially affecting their grades and overall academic progress, which may lead to a child not being able to pass up to the next class.

Scheduled appointments, e.g. dentist/doctor etc., need to be arranged after the School day so that pupils do not miss lessons and learning time.

Pupils cannot take extended leave of absence without a valid reason and only if approved by the Head of School beforehand.

Management & Teaching Staff

The School operates under a **Management Team** (consisting of the Directors, Head of School and Admin Leader) and an **Educational Management Team (EMT)**. The latter comprises of the Head of School, Deputy and Assistant Heads who deal with all matters from across the Early Years, Primary and Secondary departments.

Legal Representatives of the School

Mark Foley
Gay Poysden

Educational Management Team

Lucy Jane Georghiou, BEd MA (cantab) (QTS)
Veronica Charalambides, MA, MSc, DaF
Jenny Pascall, BEd Hons
Annemarie Thomas Cook, BSc PGCE
Michael Orford, BSc Hons PhD

Head of School
Assistant Head of School
Deputy Head of School
Deputy Head of School
Deputy Head of School

Early Years Department

Pre-Reception

Nicola De Martin, BA Hons

Pre-Reception Year Group
Leader

Marina Michael, BA
Koulla Chatzistefanou, BA
Kalia Konstantinou, BSc
Savvi Louka

Pre-Reception
Pre-Reception
Pre-Reception
Pre Reception

Reception

Jenny Pascall, BEd Hons
Ioanna Ioannou, BA
Androniki Piskopou, BA MA
Foteini Koronidou BA, MA

Reception Year Group Leader
Reception
Reception
Reception

Greek Department

Zoe Xoufarides, BA MA
Anna Vassiliou, BA MSc
Mariliza Ioannou, BSc MA
Irena Papadopoulou
Kyriaki Kythreotou

Primary Greek Leader
Greek
Greek
Greek
Greek

Additional Needs Department

Nicola Gjinoshi

Inclusion and Wellbeing Leader

Appendix 1 Provisional School Dates 2026 – 2027

Autumn Term – 2026	
Thursday 3 rd September	Term Begins – STAGGERED START
Thursday 1 st October	Public Holiday (Cyprus Independence Day)
Wednesday 28 th October	Public Holiday (Ochi Day)
Monday 2 nd – Friday 6 th November	Half-Term Holiday
Friday 18 th December	Last day of Term (Primary 11am/Secondary 12 noon)
Monday 21 st December - Friday 8 th January	Christmas Holiday
Thursday 7 th - Friday 8 th January	Staff Inset / School Office Open
Winter Term – 2027	
Monday 11 th January	Term Begins
Friday 12 th February	Mid-Term Holiday
Monday 15 th March	Public Holiday (Green Monday)
Thursday 25 th March	Public Holiday (Greek Independence Day)
Friday 26 th - Monday 29 th March	Western Easter Holiday
Thursday 1 st April	Public Holiday (Cyprus National Day)
Friday 23 rd April	Last day of Term (Normal Finish Time)
Monday 26 th April – Tuesday 4 th May	Greek Orthodox Easter Holiday
Spring Term – 2027	
Wednesday 5 th May	Term Begins
Friday 18 th June	Last day of School (Primary 11am/Secondary 12 noon)
Monday 21 st June	Public Holiday (Kataklysmos)
TBC	Upper 6 Graduation Ceremony
Tuesday 22 nd - Friday 25 th June	Staff CPD/Inset Week

*Dates are provisional and subject to change

Appendix 2 Fees & other expenses for the Academic School Year 2026-2027

Kindergarten (Pre-Reception and Reception)

Tuition Fees from **September 2026 to June 2027** are listed below and our preference is for payment to be made directly to a bank account in accordance with the Payment Provisions set out below. Fees can also be paid by cheque, cash or card at the School Office (08:30 – 12:30). The School cannot accept cash payments over €10.000 per invoice issued as per EU Regulation and Cyprus Law 35(I)/2025.

TUITION FEES

Year Group	Termly	Annually
Pre-Rec/Rec (Foundation 1 & 2)	€2.500	€7.500

PAYMENT PROVISIONS

Account name **Foley Schools Ltd**

Alpha Bank	ABKLCY2N	CY48 0090 0520 0005 2010 1012 8660	520-101-012866-0
Bank of Cyprus	BCYPCY2N	CY28 0020 0195 0000 3570 1157 9588	3570-11-579588
EuroBank Cyprus	HEBACY2N	CY39 0050 0243 0002 4301 6407 3102	243-01-640731-02

- Tuition Fees are payable termly **in advance** for long-term property-owning Cyprus residents and annually **in advance** for all others. The decision as to whether Tuition Fees are paid termly or annually is made by the Accounts Department. Requests to make any changes to an existing payment arrangement must be agreed in writing in advance with the School Accounts Department.
- Tuition Fees must be paid in full in advance within the following prescribed period:
 - Annual invoices are payable before or by the end of the first week of September;
 - Termly invoices are payable before or by the end of the first week of September, January and April.
- Tuition Fees are not refundable or transferable under any circumstances, whether paid termly or annually and the School does not accept pupils for less than one complete School year. Any proposed delay in payment of Tuition Fees or any other fees must be agreed in advance, in writing, with the School Accounts Department.
- Any unauthorised delay will be in breach of this contract and therefore preclude the pupil's attendance at certain events of the School, i.e. pupils may not attend any clubs, events or trips or sit any exams when fees are in arrears. There will be no reduction in fees when the curriculum is delivered online due to a Ministry of Education directive or Force Majeure

OTHER FEES

Other Fees:	Annual
Registration Deposit	€1.800 paid once only upon first enrolment
Uniform	€260 - €350*
Textbooks and Stationery	€50 - €70

*A detailed uniform price list can be found on the separate document provided along with this Enrolment form entitled "Uniform List & Uniform Regulations 2026 – 2027". Prices stated above are based on one piece per item.

Optional Other Fees:	Annual
Class photographs	€7 - €25
Crèche	€850 - €900**

**Pupils who register for Crèche must pay for the hot meal service in full in advance per term. Price is based on an average of 170 school days. The daily cost of each hot meal is around €5.00 - €6.50.

TERMS AND CONDITIONS

Registration Deposit - €1.800 (the "Deposit") – The Deposit is payable on initial registration. The Deposit is refunded when leaving ONLY if written notice is given by the last weekday in February, the child completes the school year and there are no outstanding fees.

Tuition Fees

- Tuition Fees generally increase by around 5 – 10% every 2 years.
- There is a 10% discount for the second child of the same family attending the School at the same time (15% for third and 20% for other siblings).
- Children of ex-pupils who **completed** their Secondary Education at Foley's School (Form 1 to U6) are eligible for a 5% discount.
- Most extra-curricular activities and most school day trips are free of charge.
- All Other Fees as mentioned above are indicative estimates and are subject to any changes in accordance with prices set by external providers which are outside of the School's control.

Appendix 3 UNIFORM LIST & UNIFORM REGULATIONS 2026 – 2027

EARLY YEARS (PRE-RECEPTION & RECEPTION)

All uniform items can be purchased from: **Profile**, Anastasi Shoukri 280, Enaerios 3105

Tel: 2558 8687 (Google for directions and working hours: Profile Shop Limassol, Cyprus)

The price list is shown at the end of this document

PRE-RECEPTION & RECEPTION	
Summer and Winter Uniform	
Girls	Boys
Navy blue School shorts	Navy blue School shorts
Blue School T-shirt	Blue School T-shirt
White ankle socks	White ankle socks
Navy blue School tracksuit	Navy blue School tracksuit
Cherry red School fleece	Cherry red School fleece
Black School jacket	Black School jacket
White trainers - any unavoidable touch of colour should be minimal	White trainers - any unavoidable touch of colour should be minimal
Blue checked School dress & black shoes - may be worn if preferred – Summer only	
Red School cap, free upon enrolment, then available to purchase from the School Office	
A spare set of uniform should a change of clothes be needed during the school day	

School Uniform Regulations	
It is important that ALL items of clothing have name labels clearly showing your child's full name, including surname.	
Only approved uniform items may be worn	
Hair	
Hair can be long or short (no shorter than a Grade 2)	
There should be no logos or shapes shaved into it	
If hair is long, it needs to be tied back, neatly	
Hair must not cover the face/eyes	
No dyed hair	
Accessories/Make-up etc	
All pupils are allowed one stud earring in each earlobe – no other piercings of any sort are allowed.	
For PE - stud earrings must be removed	
No jewellery allowed except for a religious symbol, worn discreetly under School uniform (i.e. it should not be visible). Only one bracelet permitted. Jewellery must be removed for PE	
All nails must be short. Any nail polish should be of a natural colour	
No make-up	

Profile Uniform Shop Price List 2026 – 2027

Early Years (Pre-Reception and Reception)

Pre-Reception / Reception Summer Uniform	
Girls	
Item	Price
OPTIONAL* Blue Checked Dress	€39.00
Girls and Boys	
**T-shirts	€ 17.00
**Shorts	€ 17.00
Pre-Reception / Reception Winter Uniform	
Girls and Boys	
**Tracksuit Top	€ 25.00
**Tracksuit Bottom	€ 25.00
Cherry Red Fleece Zip Top	€ 32.00
Black School Jacket	€ 59.00
ITEMS WITH AN * ARE OPTIONAL	
ITEMS WITH ** WE RECOMMEND TWO PIECES ARE BOUGHT	
