

**SHREWSBURY
INTERNATIONAL
SCHOOL**

BANGKOK • RIVERSIDE

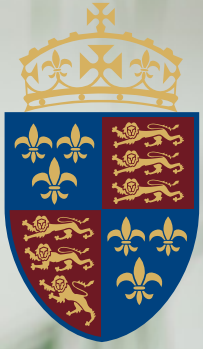
**EY
1&2**

**EARLY
YEARS**

Early Years CURRICULUM GUIDE

2023-24

Exceptional People
Outstanding Opportunities
Academic Excellence



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE





*Intus si recte ne labora
– if the heart is right, all will be well*

School Motto

MISSION

Inspiring Exceptional People

VALUES

The core commitment and aspiration of education at the schools of Shrewsbury International Asia is embodied in the following values:

OUTSTANDING OPPORTUNITIES

We offer a broad range of outstanding opportunities for each student to flourish, ensuring personal growth, purpose and high standards of achievement.

CARE AND COMPASSION

We nurture mutual respect, wellbeing, and care for all members of our community, who engage with the wider world as global citizens.

REFLECTION AND RENEWAL

We are committed to continuous evaluation, improvement and growth in advancing high quality education.





Contents

WELCOME AND SCHOOL OVERVIEW	6
EARLY YEARS APPROACH & PROVISION	7
STUDENT SUPPORT	19
ENHANCING THE CURRICULUM	31
STARTING AT SHREWSBURY	36
SOME PRACTICALITIES	40
KEY CONTACTS	42



Philip Stewart
Vice Principal,
Head of Junior

WELCOME FROM THE HEAD OF JUNIOR

Dear Parents,

I would like to extend a warm welcome to you and your family from everyone here Shrewsbury International School Bangkok, Riverside.

At Shrewsbury we strive to promote and enrich positive relationships with our parents and the community. Our staff are committed to working as a team; we hope you will find us to be open and approachable.

We recognise that you know your child best and you are still the most important teachers in their lives. We hope to work together to ensure your child has rewarding and enriching learning experiences which develop a life-long love for learning.

Within the Early Years, children follow their interests as well as collaborate with their peers in solving problems. The environment encourages children to become active and motivated learners who develop into competent, confident and capable young people. Child-led learning and play-based exploration underpin the approach where learning is supported through positive interaction with adults whose careful questioning, observation, and reflective practice inform their daily practice.

As Vice Principal, I wholeheartedly believe in the importance of the Early Years for building the core foundations and providing children with the skills values and attributes they will need to learn throughout their time at Shrewsbury.

I am looking forward to getting to know you and supporting your child on their exciting learning journey through our Early Years at Shrewsbury and beyond.

My very best wishes for your child's every success.



A GUIDE TO THE ENGLISH NATIONAL CURRICULUM

Shrewsbury International School follows the National Curriculum of England - adapted and developed to meet the needs of our talented, multi-lingual, international student body.

The table below outlines the way in which the school and the curriculum are divided.

Age on 31 August	Year	Curriculum Stage (Examination Course)	School (Division)
3	EY1	Early Years Foundation Stage	Junior School (Pre-Preparatory)
4	EY2		
5	Y1	Key Stage 1	
6	Y2		
7	Y3	Key Stage 2	Junior School (Preparatory)
8	Y4		
9	Y5		
10	Y6		
11	Y7	Key Stage 3	Senior School
12	Y8		
13	Y9		
14	Y10	Key Stage 4 (IGCSE)	
15	Y11		
16	Y12	Key Stage 5 (Advanced Level)	
17	Y13		

In Britain, education is compulsory for all children between the ages of 5 and 18 although clear provision is made for students between the ages of 3 to 5 through the Early Years Foundation Framework; an important phase for early childhood development, and where fundamental characteristics of effective learning are established.

Children are placed in Year Groups based on their age on 31st August of each academic year. Year Groups are based upon chronological age and progress between Year Groups is usually automatic, although some students may be out of their age group for exceptional reasons. Year Groups are clustered into Key Stages and a defined curriculum is produced for each Key Stage. Throughout each Key Stage there are clear assessments to monitor and track each child's academic progress.

At 14 years of age, students enter Key Stage 4 and commence their 2 year GCSE and IGCSE subject programmes (though for some subject, content may start to be covered at the end of Key Stage 3). At this stage all students study a compulsory core of English, Mathematics and Science plus a number of optional subjects. Students normally take 9 or 10 IGCSE courses. The IGCSE examinations are a formal assessment of a child's ability in each of the subjects they have studied. Those who wish to go to university will continue into Year 12 and Year 13 (Key Stage 5, also known as Sixth Form), to follow two-year Advanced Level courses. GCSE and IGCSE are internationally recognised academic standards and used, alongside Advanced Levels, as part of the academic selection process for entry into the top universities around the world.

CALENDAR & TIMETABLE

OUR SCHOOL YEAR

Our academic year is divided into three sessions (“school terms”), similar in both timing and duration to schools in the UK. Our latest published term dates are listed on our website.

Whilst there may be slight variations every year, the school year normally runs from end of August to end June / beginning of July, with the 3 school terms broadly as follows:

Term 1: Mid / End August to Mid December (including a 1 week half term break followed by a 3 week term break)

Term 2: Early January to Early April (including a 1 week half term break followed by a 2 week term break)

Term 3: Late April to End June / Early July (including a 2 or 3 day half term break and followed by a 7-8 week end of year break)

SHAPE OF THE DAY IN EARLY YEARS

When children first join us in either EY1 and EY2, they will follow a slightly modified timetable to allow them to become adjusted to their new environment and become more confident in their new routine and with their teachers. After this induction period, the typical day for both EY1&2 is detailed on the next page.

For EY students, timetables are shared in their class communication guides, which are provided at the start of the academic year. This will highlight when specialist lessons requiring extra kit such as Physical Education or Swimming take place.

Our Early Years ‘soft start’ provides flexibility for our youngest students: Prompt arrival facilitates children maximises time to settle, socialise and plan their learning and we strongly encourage arrival at 7:30am and no later than 8:00am.



Shape of the day

After the induction period, the typical day for Early Years is as follows:

Early Years 1

7.30-8.00	'Soft Start'
8.00-8.10	Community Learning Time
8.10-10.05	Active Learning Time
10.05-11.00	Specialist Lesson
11.00-11.50	Active Learning Time
11.50-12.30	Lunch
12.30-12.40	Community Learning Time
12.40-14.00	Active Learning Time
14.00-14.30	Days end with tidy up, story/song time

Early Years 2

7.30-8.00	'Soft Start'
8.00-08.15	Community Learning Time
8.15-10.05	Active Learning Time
10.05-11.00	Specialist Lesson
11.00-11.20	Phonics
11.20-11.50	Lunch
11.50-12.30	Garden Play
12.30-12.55	Community Learning Time
12.55-14.00	Active Learning Time
14.00-14.30	Days end with tidy up, story/song time
AFTER SCHOOL	You Time (Block 2 onwards, optional)





EARLY YEARS APPROACH & PROVISION

INTRODUCTION FROM THE EARLY YEARS TEAM

We understand that deciding where to send your child to school is an important life decision. We believe that the ‘feel’ you get from a school, through your own research and in person visits, goes a very long way in helping you to make that choice. Careful consideration will be given to the qualities of the school; the curriculum, the learning environment and materials, the teaching staff and the academic and pastoral opportunities. It is vital that the values and ethos of the school fits with your family and your vision for your child’s education. The feeling you get about your child’s school should feel right from the very start!

We hope this overview will give you a ‘feel’ of the Early Years, the very start of your child’s educational journey at Shrewsbury. Visiting our environment and speaking with our team will further help you. We look forward to welcoming you in person to experience our Early Years setting and to engage with our specialist team.

EARLY YEARS OVERVIEW

Our Early Years delivers a bespoke and progressive curriculum for children aged 3-5 years based on the UK’s Early Years Foundation Stage Framework (EYFS). Taking inspiration from leading and current Early Years philosophy and pedagogy from around the world, our aim is to provide a genuinely world-class education.

At Shrewsbury, our Early Years provision is divided between Early Years 1 (for children aged 3 years before 31st August) and Early Years 2 (for children aged 4 years before 31st August).

In EY1 we have 6 classes with a target maximum size of 15 students, and each staffed by a highly qualified international teacher, and 2 fully trained and highly skilled Assistants (TAs).

In EY2 we have 6 classes with a target maximum size of 18 students, and each staffed by a highly qualified international teacher, and 2 fully trained and highly skilled Assistants (TAs).

OUR EARLY YEARS VISION

We aim to give children the very best start on their educational journey, underpinned by sound pedagogical theory and practice. It is fundamental that our youngest children are happy, collaborative and engaged learners. Every child's learning experience should be enhanced by their relationship with others, the materials they encounter and the environment they explore, with emphasis on building children's relationships with their natural world. Children must be valued for their uniqueness and know that their voice, ideas and interests matter. This should play a leading role in their educational experiences, life journey beyond school and in the society in which they live.



OUR EARLY YEARS MISSION

To achieve our vision we ensure that emphasis is placed on the following Early Years mission statements:



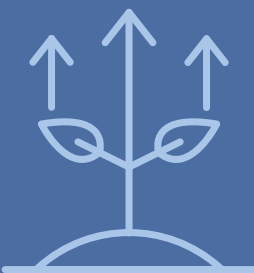
Expertise

Our Early Years programme is implemented and developed by our long-standing, qualified team of early years experts. Our carefully designed learning program is based on pedagogical integrity which advocates the rights of children and how they learn best. Our specialist team acknowledges the responsibility of 'getting it right' during this invaluable time of rapid developmental growth. As well as ensuring children progress and develop across all areas of learning, our team places priority on encouraging children to develop a love of learning, feel safe in the environment, experience joy and develop warm and enabling relationships.



Engagement and Inquiry

We ensure children learn in the way that they are experts. We value children's natural curiosity and desire to learn through playful, hands-on inquiry and engagement with the world around them. The children are encouraged to follow their own interests and are supported as they engage in long periods of uninterrupted play and exploration by their teachers and peers. Careful observations of our children are made and discussed by our teaching teams, and form the direction of future learning opportunities and experiences that they will encounter. Learning within our early years is a democratic process, where the curriculum emerges through collaboration between the teachers and children.



Environment

Children have the right to play and explore in high-quality and purposeful learning environments. Our Pre-Prep learning space is carefully designed and resourced to optimise the developmental growth of the whole child. Our flexible learning spaces are designed to meet the changing needs and interests of our children. Nature is heavily embedded within our environment and resources. The children have the opportunity to engage with nature as part of their daily experience, benefiting from the abundance of incidental and exciting learning opportunities it provides. We ensure that the children have the opportunity to develop a connectedness to nature in the hope that this will support them in caring and preserving our natural world for future generations.

OUR CURRICULUM

We follow the Early Years Foundation Stage (EYFS) of the UK curriculum, and monitor each child's development throughout EY1&2 against the EYFS development objectives. The delivery of the curriculum is inspired by leading early years philosophies from around the world. In particular, the Reggio Emilia educational philosophy inspires much of our practice and ongoing development; an approach that places an emphasis on the child as the central figure in the learning process.

Both the EYFS and Reggio Emilia recognize that every child is unique and has their own individual learning style, interest and strengths which they bring with them. They place emphasis on learning being a collaborative process which includes the children, the teachers and the community around the child.

Through a playful and inquiry based approach, our children develop the skills, attitudes and beliefs needed to support them throughout the early years and beyond.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage 2021 (EYFS) is a world-renowned Early Years framework from the UK, designed to support the development and learning of children from birth to age five. It sets standards for the care, development, and education of young children in England and leads into the English National Curriculum, which the children will follow all the way through school to age 18 years of age.

The EYFS curriculum is built around seven areas of learning and development, which are divided into two categories: Prime Areas and Specific Areas. The children will be working towards the Early Learning Goals in each of the learning areas throughout their time in EY1 and EY2.



7 AREAS OF LEARNING

The EYFS Prime Areas are:

Personal, Social, and Emotional Development: This area focuses on helping children develop positive relationships, self-confidence, and emotional well-being. It encourages them to interact with others, express their feelings, and manage their emotions. This area helps children develop essential social skills, self-awareness, and resilience.

Communication and Language: This area emphasizes the development of effective communication skills. It includes listening, understanding, and speaking. Children are encouraged to express themselves, engage in conversations, and develop their vocabulary and communication abilities. Through activities and interactions, they learn to express their thoughts and understand others.

Physical Development: This area promotes the development of children's physical skills, health, and well-being. It covers both fine motor skills (using small muscles for activities like drawing, writing, and using utensils) and gross motor skills (using larger muscles for activities like running, jumping, and climbing). Children also learn about healthy eating, self-care, and the importance of exercise.

The EYFS Specific Areas are:

Literacy: This area focuses on developing early reading and writing skills. Children are introduced to books, stories, and rhymes to foster a love of reading. They learn about letter sounds (phonics), letter recognition, and eventually progress to reading simple words and sentences. Writing skills are developed through mark-making, letter formation, and eventually forming words and sentences.

Mathematics: This area supports children in developing their mathematical understanding. It includes counting, number recognition, comparing quantities, understanding shapes and patterns, and basic problem-solving. Children explore mathematical concepts through hands-on activities, games, and real-life contexts. They learn to apply mathematical skills in practical situations.

Understanding the World: This area encourages children to explore and make sense of the world around them. It covers areas such as science, nature, history, geography, technology, and different cultures. Children develop curiosity, critical thinking, and observational skills as they investigate and learn about their environment. They explore the natural world, learn about different places and cultures, and engage in simple scientific experiments.

Expressive Arts and Design: This area fosters children's creativity, imagination, and self-expression. It includes art, music, dance, drama, and imaginative play. Children are encouraged to explore different materials, experiment with colors, shapes, and textures, and express their ideas and feelings through various forms of art and creative activities. This area nurtures their artistic abilities, boosts their confidence, and encourages self-expression.

CHARACTERISTICS OF EFFECTIVE LEARNING

The Characteristics of Effective Learning refer to the ways in which children engage with and approach their learning experiences. They are identified within the Early Years Foundation Stage (EYFS) framework and provide insights into how children learn best. There are three main characteristics:

PLAYING AND EXPLORING

- **Active Engagement:** Children show curiosity, enthusiasm, and a sense of purpose in their exploration and play.
- **Hands-on Learning:** Children use their senses to investigate and interact with materials and the environment around them.
- **Initiative and Independence:** Children take the lead in their play, making choices, and following their interests, fostering a sense of ownership and control.

ACTIVE LEARNING

- **Concentration and Persistence:** Children stay engaged and focused on activities, working through challenges and difficulties without giving up easily.
- **Motivation and Involvement:** Children demonstrate a strong internal drive and motivation to learn, actively seeking out new experiences and challenges.
- **Enjoyment and Satisfaction:** Children experience a sense of satisfaction and enjoyment in their learning, finding joy and fulfillment in their achievements.

CREATING AND THINKING CRITICALLY

- **Critical Thinking:** Children develop reasoning skills, questioning and evaluating ideas, making connections, and solving problems.
- **Reflective Thinking:** Children reflect on their experiences and learning, considering different perspectives, and adapting their thinking accordingly.
- **Making Links and Connections:** Children make connections between different experiences, concepts, and areas of knowledge, fostering a holistic understanding of the world.

These characteristics recognise that children are active learners who learn best through hands-on experiences, exploration, and play. They highlight the importance of intrinsic motivation, persistence, and critical thinking in children's learning and development. The characteristics also emphasize the role of adults in providing a supportive and stimulating environment that nurtures and enhances these learning characteristics, allowing children to thrive and reach their full potential.

REGGIO EMILIA INSPIRATION

Reggio Emilia is a world-renowned educational philosophy and approach to teaching. It is based on a set of guiding principles that aim to create a supportive and stimulating environment for young children that fosters their curiosity, creativity, and social development. These guiding principles are:

The Image of the Child: The child is viewed as capable and competent, with a natural curiosity and a desire to learn. Children are seen as active participants in their own learning, with their own unique interests and strengths.

The Role of the Environment: The approach emphasizes the importance of the physical environment in promoting children's learning and development. The environment is seen as a third teacher, alongside adults and peers, and is designed to be stimulating, beautiful, and welcoming.

The Role of the Adult: Teachers in the Reggio Emilia approach are seen as co-learners and collaborators with children. They observe, listen, and respond to children's interests and needs, and facilitate their learning and development through creative, open-ended activities.

The Importance of Relationships: The approach emphasizes the importance of strong relationships between children, teachers, and families. Collaboration and communication are seen as key to creating a supportive, inclusive learning community.

The Emergent Curriculum: The approach encourages an emergent curriculum, which is based on the interests, questions, and ideas of the children. Learning is child-led and inquiry-based, with teachers facilitating the learning process and providing opportunities for children to explore, experiment, and problem-solve.

Learning is made visible: Children communicate their developing ideas and understanding in many different ways. Value is placed on the importance of making the child's learning process and thinking visible and providing children with opportunities to reflect upon their learning.

Children are natural communicators: The approach encourages children to express themselves and to communicate their unique abilities and understanding in a variety of ways which are meaningful to each individual child.



SUPPORTING & ENHANCING CHILDREN'S LEARNING IN EY



Shrewsbury's Early Years teachers are trained to draw upon and use a range of strategies and programs, taken from leading Early Years practices worldwide, and which further support and enhance children's learning:

Planning In The Moment Strategy is an approach to early years education where educators observe and respond to children's interests and needs in real time to create meaningful learning experiences.

Plan Do Review (PDR) Process is a process where the child share their daily learning plans and reflections with a small group and adult (Highscope Educational approach, USA)

Forest School is an educational approach that emphasises learning and personal development through outdoor activities in natural environments. This approach encourages children to develop a love for nature and fosters their connection to the outside world.

Massage In schools is a program which promotes positive touch and sensory based learning experiences through a 12 step peer massage program.

Helicopter Storytelling is a highly creative and engaging approach to fostering children's love of stories and storytelling. It encourages children to tell their stories and engage in story acting. Children are encouraged to tell their own stories and have an adult scribe them in a special class book. The children can add their own writing and representations and act out their stories with their friends later.

Read Write Inc Phonics is a comprehensive and structured approach to teaching phonics and early reading skills to young children, using a combination of phoneme-based lessons, phonics storybooks, and engaging activities.

Purposeful Maths in Early Years refers to the intentional and meaningful integration of mathematical concepts and activities into the early childhood curriculum. It involves creating a mathematically rich environment and providing experiences that foster children's mathematical thinking, problem-solving skills, and mathematical language.

Loose Parts Play provides children with natural materials which can be used flexibly, enabling children endless opportunities to express themselves creatively, further strengthening and developing their communication, critical thinking and problem solving skills.

Schematic Play refers to a type of play that supports children in organising and making sense of their experiences. Teachers carefully observe children's schematic play and use it to further develop and expand on their learning.

Long Term Project Work and Documentation is a way of engaging, over a longer period, with children developing their shared ideas and understanding and documenting their learning journey and process.

SPECIALIST PROGRAMMES

Shrewsbury Riverside has the benefit of being a “through school”, teaching students from 3 years old until they are 18 years of age. In addition to guidance and care provided by their own classroom teacher, all students therefore have opportunities and access to a much more extensive range of teaching specialisms, facilities and support services across the school.

Digital Literacy: Early Years children have support from a Digital Literacy Specialist, who helps shape our curriculum and support the first steps on the journey to becoming confident and responsible digital citizens.

Specialist Swimming Lessons: Weekly swim lessons taught by our trained coaches and swimming teachers. They develop water confidence and become increasingly proficient swimmers.

Splash Play Lessons: Weekly sessions in our splash play pool helps to foster children’s interest in water play and helps them to develop confidence in the water.

P.E Specialist Teachers: Weekly dedicated P.E lessons are led by our P.E specialist teachers. Children have the opportunity to build on the physical skills and coordination and enjoy the experience of movement.

Soft Play Sessions : Every child in EY has the opportunity to play in our dedicated Soft Play area every week. Soft Play experiences help children to develop their gross motor skills, social interaction, and sensory exploration in a safe and stimulating environment.

Music specialists Teachers: Our Music specialists teachers visit each Early Years class weekly to develop a love of Music, singing, performance and dance. In addition to this, EY children have the opportunity to explore their musical passions such as piano, violin, drums and a range of Thai instruments through 1:1 sessions with our expert music tutors.

Library Session: In the Early Years the children have a weekly Library session in our Pre - Prep Library with our school librarians. Here they have the opportunity to listen to stories in both English and Thai and to choose a book to take home. The children and their families also have full access to our extensive main library (before and after school).

Thai: In the Early Years children have 2 Thai lessons per week. Our trained Thai teachers use a play-based approach similar to the class teacher. Emphasis is placed on developing children’s listening, speaking and communication abilities in Thai.



“
*Let Nature be
your teacher.*
”

– William Wordsworth

Key Features

Forest School Learning Zone

Sand and Gravel Play Areas

Splash Play Pool

Early Learning Swimming
Pool

Water Play Station

Soft Play Gym

Music Studio

Library (Pre Prep and Main
School)

Cooking Studio

Pre-Prep Dining Hall and
Kitchen

Medical Centre with trained
Nurses

SEN team (Early Intervention/
onsite speech and language
support)

Wellbeing team and onsite
family support and counseling



ENVIRONMENT & FACILITIES

The Reggio Emilia approach describes the learning environment as the “third teacher”. A well designed and supportive environment will encourage children to initiate their own direction of learning. Our purpose-designed learning environment is therefore a key element within our Early Years curriculum. It is a safe and inspiring environment, that enables seamless flow between outdoor and indoor learning spaces. We know and value these spaces as a way to improve cognitive development and the wellbeing of both the child and the adult.

Our Early Years allows exploration, collaboration and a chance for each child to immerse themselves in nature and to be inspired by it. Through carefully sourced and well replenished materials, which demonstrate and model our commitment to a greener world, children have a tangible connection to our host country and a growing sense of responsibility to the world around them.

Our children are encouraged to communicate their unique abilities in extraordinary ways using our dedicated specialist teaching spaces. Their freedom to explore natural and open-ended resources and protected sustained periods of time contribute to children’s individual expression in play, whole body art and physical movement.

Design Principles:

- Large glass doors from each classroom allow natural light and greenery to flood the indoor spaces
- Spaces to notice, to feel safe and to be inspired
- A commitment to replenishing our resources with locally sourced and natural, sustainable materials
- Soft play area allows children to build strength, coordination and enjoy ‘rough and tumble’ in a safe environment with friends
- Carefully curated environments
- Forest school learning bases
- Sensory play areas to stimulate their senses and help them make sense of the world around them
- Rich experiences with large scale materials such as gravel, sand and pebbles to experiment with their varying properties
- Water play to inspire imagination and fundamental to developing problem solving skills
- Dedicated PE spaces to focus on key learning milestones







STUDENT SUPPORT

LANGUAGES AT SHREWSBURY

We believe that it is important to immerse each child in the culture of language and communication. Providing high-quality language exposure to children is crucial for their language development and overall cognitive development. We are an English speaking school, but we recognise that for many of our students English is an additional language. Therefore, we have Thai bilingual teaching assistants in every class to support your child as well as support from our multilingual EAL department in your child's unique language journey. In Pre Prep we also have a specialist Mandarin support teacher specifically working to support children and their families with their integration into the school and the children's English language acquisition.

Our Thai Studies Programme, which continues for all children until Year 9 and for Thai students through to IGCSE qualification, has numerous benefits for all children, including developing a deeper appreciation for diversity and enhancing overall cultural awareness. For Thai children, it helps maintain their home language and culture while developing proficiency in other languages. For international children, it promotes a connection with the local community and a sense of belonging. A choice of 4 Modern Foreign Languages (Mandarin, French, Japanese and Spanish) is introduced in Year 3.

As a school that prioritizes play in early childhood, there are many rich and meaningful opportunities for your child to develop their language skills and fluency in an organic and natural way. Young children have a natural ability to learn new languages, and involvement in a language-rich environment with qualified teachers can aid their language development. Learning multiple languages enhances empathy, flexibility of mind, creativity, and critical thinking. It also improves subsequent language learning.

ENGLISH AS AN ADDITIONAL LANGUAGE

The Early Years programme is designed to provide high quality learning experiences that encourage language acquisition and language development in all our children. Some children might be at the very early stages of their English language development, but this is perfectly OK. In fact, at this age even native speakers of English have only just begun to really explore the language and develop their vocabulary for use outside the home.

The process of acquiring any language takes time and you should not be worried if for the first few weeks or months your child appears not to be speaking much English. This 'silent phase' is a recognised stage of second language acquisition, and you can be reassured that your child is observing, listening and taking in the English around him or her until the moment that he or she feels ready to start using it. This is further supported at Shrewsbury by classroom teachers providing the right environment to make this process as language-rich as possible.

We encourage parents to look for opportunities for children to play with English-speaking children outside school. At this age, play is the most authentic language-rich situation you can create for your child, where the need to speak English is clearest for our youngest learners.

It is vitally important to value your child's mother tongue. Research tells us that by maintaining a mother tongue while learning an additional language, both are strengthened. Children who are proficient speakers of their home language become proficient speakers of English more readily. This extends into reading; an important activity that helps to develop language. In the early stages of language development, it is important to share stories in your child's mother tongue. This love of books in their mother tongue will then more readily transfer to a love of English books and stories.

LEARNING SUPPORT

Shrewsbury has a Learning Support Department for pupils who may need additional support to be able to access the curriculum and to ensure that they fulfil their individual potential throughout their time at school.

As a school, and through the work of the SEN department, we wish to ensure that the diversity of our community is understood and celebrated; all students and their families feel recognised and respected; all teachers are empowered to bring out the best in their students.

The Learning Support Department at Riverside consists of a Special Educational Needs Coordinator, specialist Learning Support Teachers and individual Learning Support Assistants. We provide support across the whole school, ensuring that students are nurtured and supported throughout their whole school journey, from Early Years to preparing them for successful lives at university and beyond.

We work with families and teachers to identify additional learning needs and ensure that all students are supported to achieve their best in learning and develop the skills they need to navigate the world of the future. Where external specialists can help to inform our understanding of students, we have excellent relationships with providers around Bangkok and Asia, to ensure we are providing support that is informed by research and professional evaluations.

Working in partnership with families, we create a holistic profile of each of our students, ensuring that their individual strengths and challenges can be seen and understood. We support students by identifying any challenges they may have in speech and language, movement and motor skills, academic skills, or social interaction. By following the best practice in the UK, but adapting it to the unique profile of a British International School in Thailand, we are able to meet the needs of our school community and contribute to all our students flourishing.

Support is offered to students based on their individual profile and can include elements such as small-group interventions for motor skills, phonics or maths, as well as support for teachers using strategies for reading, writing, listening and speaking in class. We provide guidance and support for teaching staff on how to create the best possible learning experiences and environments for their students. We support the professional growth of teachers and TAs and work to promote a collaborative teaching environment, where, with the input of specialists and therapists, we can ensure the contribution of all students is recognised and valued. Proposed support is communicated to parents at every point, and coordinated with the Wellbeing Team and the academic and pastoral networks in school.

WELLBEING AND PASTORAL CARE

Whilst Shrewsbury provides an extensive range of educational experiences and opportunities, we also recognise that a child's wellbeing is paramount to the outcomes we can achieve in partnership with families; a happy child is one who learns.

Throughout their time at Shrewsbury, a child's class teacher (in Junior School) or Form Tutor (in Senior School) will be the primary figure in liaising with the range stakeholders who are invested in your child's wellbeing across all areas of school life, and as the key connection between the school and home, will assume principal responsibility for their pastoral care. You will, however, find that the care and support provided by all members of our community is a defining characteristic of a school that truly lives by its motto, "If the heart is right, all will be well".

In addition to specialist academic teaching and learning support, we also have a well-established Wellbeing team (Junior and Senior school) who are dedicated to supporting students and their families who may need extra support at any given time.

Our Wellbeing Team works with families to make sure our children are supported emotionally and socially, so they are in the best place to thrive academically whilst in our care. They carry out individual check-ins with every new student in the first few weeks of them arriving at Shrewsbury. This ensures they are signposted to support, should they ever need it while they are at school.

There are a range of support plans run by the Wellbeing team, including:

- Ready to Learn plans - students receive a programme of up to 8 sessions with a member of the Junior Wellbeing team devised to support their individual needs, and to enable them to overcome a barrier to learning.
- Social skills groups - group sessions tailored to meet the social and emotional needs of a small group of children together.
- Lunch club - we know children sometimes need support with their friendships at school, and these adult-led play sessions enable them to enjoy their playtime in a supported environment.
- Counselling - we understand that sometimes families need more specialised support, and we have an on-site school counsellor who is trained to work with students, one-to-one, as well as with their families, to work through more challenging life experiences.

PARENTS IN PARTNERSHIP

We understand that strong communities and successful learning journeys are built on relationships. At Shrewsbury, our students' wellbeing, safety, and best interests are at the heart of everything we do; a priority that is shared by both the school and by our parents, and that can only be assured when we work in close partnership with each other.

In aligning themselves with our school ethos, Shrewsbury Parents are by definition, discerning and ambitious in what they want for their children, and rightly expect an expert, supportive and personalised approach to their education. However, it is through strong communication - engagement, collaboration and information-sharing between the school and home - that we ensure that the expectations and needs of our families are met throughout their time at Shrewsbury.

Information-sharing events at school provide a key platform for building these relationships. We invite parents into school on a regular basis and share information on the various aspects of the Early Years curriculum. Learning-focused 'Parents in Partnership' presentations are organised by Pre-Prep leaders and teachers, whilst Tea and Topic events, which are of general interest, are designed to further enhance the support that parents can give their children in the home environment.

For EY1 the Parents in Partnership sessions may cover areas such as:

- Active Learning in Early Years 1
- Plan, Do, Review
- Massage in Schools
- Continuing the Learning Journey in EY2

For EY2 the Parents in Partnership sessions may cover areas such as:

- Phonics and Guided Reading
- Active Learning in Early Years 2



- Continuing the Learning Journey to Year 1

There are many different ways in which we communicate with parents about their child's learning and progress, these include:

- EY Parent questionnaire about their child's personality and interests
- Daily communication through meeting and greeting child and parent / carer at the beginning and end of each day
- Parent-Teacher Conferences to share child's learning and next steps
- School reports
- 'Come and Learn' mornings
- Half termly observations of their children learning via an interactive learning platform (Seesaw)

In addition, parents will receive information via:

- Weekly email detailing the week in review
- Invitations to celebrations
- Each class has a Class Parent Representative
- Opportunity to join Shrewsbury Parents Association (SP)
- Parents are always welcome to make formal appointments to meet with Class Teacher, Year Leader and school leaders
- Seesaw online learning platform (also in case of school closure)

Although the main point of contact will normally be with the teacher who is closest to your child, you should always feel welcome to contact the Year Team Leader (Ms Hollie Booth - EY1, or Natalie Traynor - EY2), or one of the Assistant Principals (Junior); Mr Steven Morris or Ms Debbie Brown.

Appointments with Mr Philip Stewart (Vice Principal, Head of Junior) can be made via his PA, Khun Jib. Mr Robert Millar, the Principal at Shrewsbury International School is also happy to meet with parents; appointments can be arranged through his PA Khun Ploy.

All contact details are listed at the back of this guide.

HOME LEARNING

In Early Years we do not have set home learning requirements. However, in discussion with parents, we may suggest some activities that can be undertaken as a family to benefit and further develop a child's development and reinforce their learning at school (for example socialisation and play opportunities that we feel may be especially beneficial). In addition to this, we always encourage children to develop a love of reading; an activity that can be enjoyed as a family.



**ENCHANCING THE
CURRICULUM**

HOUSE SYSTEM

The House system in Junior school at Shrewsbury is a way to encourage healthy competition and a sense of community. The students from EY1 up to Year 13 are each assigned a House during their time at school. Assigning a House allows students to be divided into smaller groups within the school community.

There are six Houses at Shrewsbury and each House is named after a Nobel Peace Prize winner; Mandela, Malala, Schweitzer, King, Teresa and Williams. The House System provides an opportunity to foster a sense of belonging among students, as well as a sense of collective pride in representing their House.

Each House is led by two teachers who act as House Leaders and two House Captains elected from Year 6. There are also 2 Deputy House Captains from Year 2 to represent the Pre-Prep school. The House system in Junior School is overseen by a House Coordinator. All teaching staff in Junior school are also assigned a House to support during House events.

Students may earn points for their House through academic, athletic, various competitions and other achievements. House Captains are offered the opportunity for leadership and teamwork through weekly meetings with the House Coordinator, working closely with their staff House Leader and representing their House in assemblies.

The House with the most points is announced every week in assembly for both Pre-Prep and Prep and the overall House winners for each term are awarded a celebration afternoon.

There is a House event held every Half-Term along with various competitions throughout the school year. House events in the past have included: Talent show, Spelling Bee and Poetry Slam. The House Leaders also host a House get-together for their respective Houses at the start of every Half-Term to bolster group camaraderie and an opportunity for student voice.



Mandela
The Foxes

Nelson Mandela



Schweitzer
The Bulls

Albert Schweitzer



Teresa
The Phoenix

Mother Teresa



Malala
The Griffins

Malala Yousafzai



Williams
The Dragons

Jody Williams



King
The Lions

Martin Luther King

CHARACTER STRENGTHS & COMMUNITY CELEBRATION

A Shrewsbury education is about more than just academic excellence. Across the Shrewsbury family of schools we seek to nurture virtues which help our students realise their own potential, to find meaning and direction in their own lives, and also to become engaged, reflective and socially responsible citizens both the Shrewsbury community and of the wider world. Provision of a rich and vibrant co-curriculum is central to this approach.

An effective life-longer learner understands their capability to grow from their mistakes and learn from others, and their responsibility to use their education to make a lasting and positive impact on the world around them. At Riverside, these virtues are nurtured through six key character strengths:

- Respect
- Imagination
- Self-awareness
- Resilience
- Courage
- Collaboration

Curriculum learning, assemblies and other community events in each of the six 'half terms' of the academic year provide an opportunity to focus on each of these strengths in turn. However, every aspect of school life is an opportunity for students to nurture and demonstrate all of these characteristics, and so continue their journeys of personal growth.

We celebrate the success of all learners through daily positive feedback in lessons, recognition in regular 'Celebration Assemblies', special certificates and events throughout the year. Outstanding achievement is recognised formally from Year 3 upwards through our annual Speech Day and Prize Giving Ceremony. We provide our children with many opportunities to perform, present and listen in a variety of situations. They are encouraged to participate in assemblies, class performances and whole school events to share their achievements and talents whilst developing and strengthening their confidence and self-belief.

Each half term one of the six Shrewsbury character strengths is selected to underpin assemblies, discussions and work in class. Linked to this we have a strong 'student voice' in the school – children have responsibilities which they are proud of such as becoming Heads of School, Music Captains, Sports Captains, House Captains, School Council representatives, Library Monitors and Play Leaders. Children know they can make a difference to our school community and the wider world.

BEYOND THE CLASSROOM: YOUTIME

Shrewsbury's extensive co-curricular programme is designed to allow students to explore their interests and to develop skills outside of the classroom. These opportunities can help contextualise and to reinforce learning in the classroom, and further develop communication, collaboration and leadership skills. They also help to bring balance to a student's school experience, serving to enhance their wellbeing and in doing so, benefiting their academic performance. At Shrewsbury we see the co-curriculum as complementary to academic studies and an essential part of daily life.

A little way into EY2, children are given their first opportunity to experience after school activities. As they progress through the school, their options will expand, and whilst we do not mandate participation in any activity until year 3 (from which point all students are expected to attend at least 1 activity per week), most students sign up for activities on several days every week.

The programme is divided into three main streams:

1. You-Time activities:

These activities are for students from EY2 to Year 13. Different activities are offered for different year groups. Access to different types of activities throughout the year allows students to explore different interests and make new friends outside of class. The wide ranging and stimulating programme affords all students an opportunity to explore new interests, develop passions and fulfill potential.

2. Additional activities:

These activities are for students from EY2 to 13 and are operated by external agencies and providers. These are paid activities and parents will be charged and invoiced for their child's participation in additional activities during the term.

3. Excellence Programme activities:

Our Excellence Programmes (predominantly Senior School) aim to support students in a range of areas, including Music, Drama and Sport, to help them to pursue excellence and to reach their full potential. Excellence activities usually involve trial, audition or invitation to attend.

The Activities Blocks

There are four consecutive activity blocks that run throughout the academic year, and which reflect the sporting seasons of British International Schools Association (BISA) in which our sporting sides compete.

Each block lasts around 8-10 weeks. Students can choose new activities for each activity block, giving them an opportunity to try new activities on a regular basis. Many activities, such as the school orchestra, choirs or golf team, continue all year round.

STARTING AT SHREWSBURY

GETTING READY FOR THE BIG DAY

These activities will help your child to become more independent and give an easier induction into school life and expectations:

Independence

- Taking off and putting on socks and shoes
- Self-toileting and correct washing of hands
- Using a spoon and fork to eat (self-feeding)
- Getting themselves dressed - knowing the order in which to get dressed
- Carrying their own backpack
- Walking by themselves - walking up and down stairs independently
- Tidying away their toys and putting them back where they belong
- Drinking water from a water bottle
- Separation - give your child some opportunities to be away from you and their carer for short times (for example playing at a friend's house, attending a play group, playing in the park with other children)

Speaking English (if your child is not a native English speaker)

- Teach your child to say basic English phrases such as please, thank you, yes, no, toilet, drink, sit down, listen, stop, good morning, hello, goodbye
- Share a story book in English and sing some simple songs and rhymes, in English
- When looking at books, say some basic English vocabulary, such as colours, animals and shapes

Sharing books

- Read to your child every day - visit the library every week or take regular trips to the bookshop to encourage a love of books
- Encourage your child to share books with you and their siblings, grandparents, anyone!





THE INDUCTION PROGRAMME

It is very important to us that your child settles happily at school. We believe that a gentle, staggered start will enable new children to become adjusted to their new environment and become more confident in their new routine and teachers.

For EY1 children starting at the beginning of the academic year, over the first five days we will have 2-hour orientation sessions for your child, accompanied by their parents. During their second week, the 2-hour sessions will be without parents (unless still necessary), increasing to 4 hours by the end of the week. By week three, children will be finishing their day at 12:30pm, extending to 1:30pm in week 7 and 2:30pm in week 8 if the child has met all the indicators that they are “Full Day Ready”.

The induction programme for EY2 is shorter than for EY1. Initially, they will be in school from 7:30am to 12:45pm, but by their second week of school, they will be into their full day routine, finishing at 2:30pm.

The induction schedule for those starting part way through the school year may be adjusted as appropriate. We will share the detailed programme for your own child’s induction before their start date with us.

The Induction Period - Saying “Goodbye”

We know this can be an upsetting time for both parent and child as you say goodbye in the classroom and your child spends each day away from you and the home. If this is your eldest child then this will be a new experience for you, and we are very aware of how especially emotional you and your child may be feeling.

Firstly, please accept that this is normal! We want to help to make the transition from home to classroom as easy as possible but to do this there are some things you can do to help. At home, please remain positive about what exciting adventures your son or daughter will have at school that day and remind your child of friends in the class and, of course, the teachers who care very much for them.

In the classroom, be ready to say goodbye with a quick hug, kiss and reassurance that you will return to collect them and be prepared to leave. Your child may be upset or cry, even try to hold onto you. Please bear with them and us. Rest assured that the majority of children settle down within 3 to 4 minutes of your departure and get busy with their new friends. This may occur every morning for a few weeks.

If your child really does struggle to be separated after the first half-term, then the teacher will discuss further strategies. We are here to support you and them in any way we can. Please stick to the same routine every day with your child and don’t give into them asking for you to stay for longer. Make it clear what you will do and stick to it.

In our experience, it won’t be long until your child is not even turning to wave goodbye and you will forget the upset of the first few weeks!

IMPORTANT ROUTINES FOR SUCCESS AT SCHOOL

Please be on time for school every day

Once the induction period is complete, our normal school timings apply as follows:

The school day begins at 8.00am. The gates into the two Early Years gardens will be accessible for children and parents from 7.30 until 8.00am ('soft start'). Please make sure you hand over your child to the teacher in the morning.

After 8.00am, the EY garden gates will be locked and you should bring your children to the front door of their classroom via the Pre-Prep Hall. Our online registration closes at 8.00am after which your child will be marked as being late. Please remember to sign your child in at reception if you arrive after 8.00am.

The interactions that happen for your child at the beginning of the day are extremely important. Being at school on time for the start of the day is one of the most important things you can do to help your child to settle in quickly and happily.

From 8.00am we begin our day and follow our morning routine of welcome songs and activities. If your child misses this vital start to the day, it may affect their confidence during the following sessions.

At the end of the day, EY1 children are to be collected from the EY1 garden at 2.30pm (after the induction period). EY2 children should be picked up at 2.30pm from the EY2 garden (after the induction period). Please try to be on time so your child does not become distressed. Promptness is vital for your child's success, it is your responsibility to deliver and collect your child on time.

Lots of sleep and a good breakfast!

The children will be coming home very tired in the first few weeks, so please make sure that your child gets enough sleep to give them the best possible start to every morning. We ask that you ensure your child has eaten a good breakfast before they come to school.

Morning snack will be available for the children. Please do not send in any food or drink from home (water only). We have some cases of serious food allergies in the Pre-Prep and the gardens are a food free zone to ensure the safety of all children.



SOME PRACTICALITIES

See parent handbook (and Firefly Parent after enrollment) for further details.



Handbook



School Shop



Calendar

Food and Catering

We provide your child with all their meals during the school day. Options are balanced, healthy and cater to medical, religious and cultural diets. EY1 eat all their food in their classroom with the assistance of teachers and assistance. From EY2, children move to the Pre-Prep canteen, before moving to the main dining hall from Year 3.

To protect students with allergies, no food should be brought in from home. More details about our 10-day menu can be found in our handbook and Firefly Parent.

What to Wear and What to Bring

The Early Years uniform has been designed so that your child can dress with ease and independently, and be comfortable during activities. The school shop stocks many of the required items, which can be ordered online at <https://shop.shrewsbury.ac.th/>.

Both students and parents will also need their Shrewsbury ID badges to enter the school site. Students receive their cards on the first day of school. Families must submit an application for any adult they wish to be able enter site i.e. themselves, or nannies/carers/ drivers who they may nominate to drop-off / collect their child.

Special Events

At Shrewsbury we enjoy celebrating many different cultures and festivals such as Diwali, Loy Krathong and Chinese New Year. There are a number of different community celebrations throughout the year, as well as fun days that are designed to enhance children's learning. For many of these events we encourage children to come to school dressed in a special costume for the day.

Many of these special events will be listed in the main school calendar, which can be found on the the school webiste. We will also notify you of some events by email.

Communication and Information Sharing

All families are given access to our primary information-sharing platform, Firefly Parent, upon a child's enrollment. This system also links to our email messaging service for parent communications, as well as access to educational materials, timetables, practical information, and our after-school activities selection platform, amongst other things. Early Years children are also assigned a Seesaw account which gives parents a chance to see their child's activities and progress at school. Prior to enrollment, parents may access further practical information about the school both through our school website, and our parent handbook.

APPENDIX: TRACKING PROGRESS

We monitor each child's progress in each of the seven Prime and Specific areas of the EYFS, as well as in their demonstration of effective learning characteristics.

Each of these areas is constituted of component elements, each of which has a detailed set of sub-criteria which we are seeking to develop in every child:

Characteristics of Effective Learning	<ul style="list-style-type: none"> • Playing and Exploring* • Active Learning • Creating and Thinking Critically
Communication and Language	<ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Sense of self • Understanding emotions • Making relationships
Physical development	<ul style="list-style-type: none"> • Moving and Handling • Health and Self care
Literacy	<ul style="list-style-type: none"> • Reading • Writing
Mathematics	<ul style="list-style-type: none"> • Number • Spatial Awareness and Shape • Pattern and Measures
Understanding the World	<ul style="list-style-type: none"> • Technology • People and Communities • The World
Expressive Arts and Design	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

KEY CONTACTS



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SHREWSBURY INTERNATIONAL SCHOOL

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