

**SHREWSBURY
INTERNATIONAL
SCHOOL**

BANGKOK • CITY CAMPUS

EY

**EARLY
YEARS**

Early Years

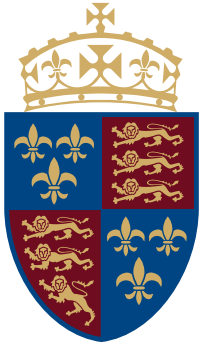
(Nursery, Early Years 1 & 2)

**INFORMATION PACK
2022-23**

Exceptional People

Outstanding Opportunities

Academic Excellence



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • CITY CAMPUS

Mission Statement

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

Shrewsbury International School Bangkok offers an inspirational English language education for carefully selected students, caring for them in an organisation committed to continuous improvement, and providing outstanding opportunities both in and out of the classroom. We recruit the finest teachers and staff, providing them with the resources to nurture outstanding students and exemplify the pioneering spirit and traditions of Shrewsbury School in the UK. From our Early Years where we nurture curiosity and exploration, to our Primary School students, enthusiastically developing their interests and passion for learning, to our exemplary Sixth Form leaders graduating to embark on careers at the world's leading universities, Shrewsbury International School Bangkok is established around its innovative, ambitious, dynamic international community.

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PRINCIPLES AND OBJECTIVES

The Early Years education we offer is based on the following principles:

- It starts with the child and builds on what our children already know and can do
- It makes the most of a child's personal interests and enthusiasms
- It is nurturing and nurtures high quality relationships
- It offers a structure for learning through individual Learning Journeys
- The content matches the needs of young children
- It ensures opportunities for active learning both indoors and outdoors
- It provides a rich and stimulating environment

WELCOME FROM THE PRINCIPAL

Dear Parents,

I would like to extend a warm welcome to you and your family from the Nursery & Early Years staff here at City Campus.

I am Amanda Dennison, the founding Principal at City Campus. Since opening our gates in August 2018, we have established a vibrant and thriving community of students, parents and staff. We are delighted to welcome you to become a part of this.



Having previously been the Vice Principal and Head of our Junior School at Shrewsbury Riverside Campus for 7 years, and prior to that a Headteacher in London in the UK, I believe passionately in developing the whole child academically, socially and emotionally through a creative curriculum approach; a happy confident child is a successful one.

In the Early Years (EY) we follow the EY Development Matters document from the UK and then in Years 1 through to 6 we adhere to the English National Curriculum - both documents set out in terms of the developmental stages and then moving on to the objectives which link to skills and knowledge across all subjects.

In addition to this, here at Shrewsbury, we place a strong emphasis on the development of the characteristics of effective learning - we believe these must begin in the early years, at the very start of a child's educational journey - as they provide a firm and solid foundation for learning.

The characteristics of effective learning consist of 3 strands: Engagement, Motivation and Thinking. These strands underpin all learning, they are not about what we learn but about how we learn and they are important not only in the EY but throughout life. We do this by providing carefully-chosen play experiences and access to many high quality resources in which your children will learn the skills to develop and embed these characteristics of learning.

On a daily basis we take the lead from children themselves, and plan our activities in response to their interests and ideas. We will give you lots of practical ideas of how to develop and support learning experiences with your child at home. Remember, you know your child best and you are still the most important teacher in his or her life. We can work together to ensure your child has rewarding and enriching educational experiences to develop a life-long love for learning.

At City Campus, we strive to promote and enrich positive relationships with our parents and the community. Every member of the Early Years staff is committed to working as a team; you will find us to be open and approachable. While a handbook cannot fully convey the wonderful atmosphere and ethos of our school I hope it will give you a flavour of what we offer to you and your child. Please do not hesitate to speak to myself or any members of the Nursery & Early Years staff team who will be happy to help you further with any other questions.

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

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

A handwritten signature in black ink that reads "A. Dennison".

Amanda Dennison
Principal

ABOUT THE SCHOOL

The Early Years Hub at City Campus is set within its own specially-designed building. It caters for children aged 2-5 years, and children follow the Early Years curriculum for three years.

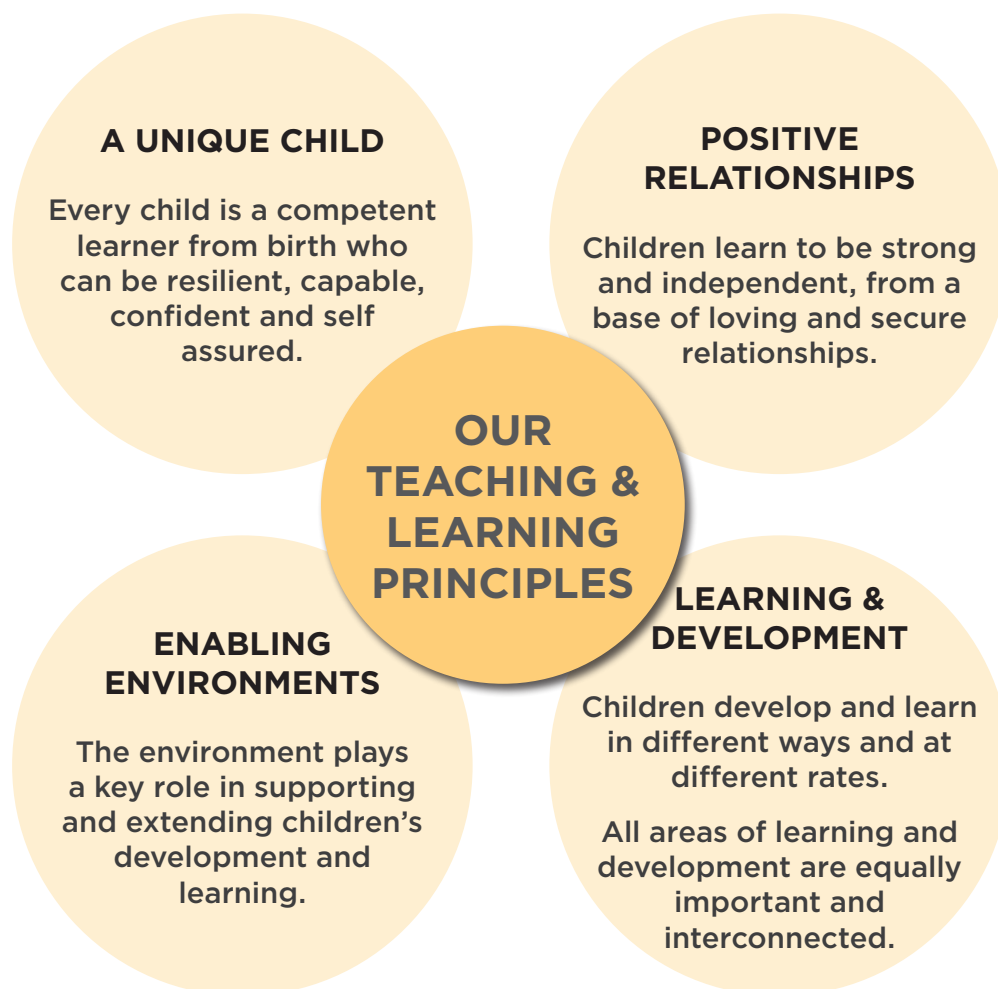
Our Early Years provision begins in the Nursery (for children aged 2 before 31st August), and then onto Early Years 1 (for children aged 3 before 31st August) and Early Years 2 (for children aged 4 before 31st August). There are 10 EY classes in total, staffed with qualified international class teachers and local teachers.

We plan a learning environment both indoors and outdoors that encourages a positive and enthusiastic attitude to learning. We purchase high quality, carefully chosen materials and equipment that reflect the community that the children come from and the wider world. We encourage the children to make their own choices of the activities on offer and of the equipment as we believe that this encourages independent learning. We fully utilise the sensory and physical opportunities inside and outside, as this enhances the children's learning.

We regularly review our resources and maintain our equipment to ensure that we have a high regard to health and safety.

TEACHING AND LEARNING

Our teaching and learning principles



These principles influence our staff roles, organisation, planning, assessment, environment, equipment and relationships with parents.

UNIFORM

The Early Years uniform has been designed so that your child can dress with ease and independently, and be comfortable during activities.

Uniform



- A blue Shrewsbury International School polo shirt with your child's first name or nickname embroidered on the left hand side beneath the logo. Worn with blue Shrewsbury International School shorts.
- A school jumper if it is cold
- White socks
- A hat
- On days where a child is due to take part in swimming or splash play, they should also bring their swimming kit to school (see swimwear in the next section for guidance).

Footwear

- Children should wear trainers to school. Trainers must have non-marking soles, with a plain design (preferably white) and with no obvious logos, additional colours or fashion adornments.
- Waterproof shoes (“Crocs” style / rubber) – to be kept at school for use during splash play and swim lessons.

Swimwear (for swimming and splash play)

- All Nursery & EY children are expected to wear a swimsuit that provides good protection from the sun. The school swimsuit, which covers the body, shoulders, arms and legs is ideal for this.
- In addition to their swim suit, swimmers will require a swim hat, suitable poolside footwear (flip flops or Crocs) and a towel for their journey to and from the swimming pool. Goggles are an optional extra at your own discretion.

Please note:

- ALL items of uniform should be marked with the child’s name.
- Please do not let your children wear jewellery (other than religious bands and necklaces).
- No nail varnish.
- Long hair should be tied back.

WHAT TO BRING

Every child should have a Shrewsbury backpack (small size) clearly marked with your child's name to allow easy self-identification.

And inside...

- Outdoor play hat
- Spare clothes in a plastic bag - please place emergency clothes in your child's backpack every day (spare underwear, t-shirt, shorts) so we are prepared for accidents or enthusiastic water play if these occur!
- Water bottle - please provide a named bottle filled with water every day. We ask that only water is brought into school, not juice
- On swimming lesson days, bring swimming kit, towel, plastic bag (armbands and/or swimming aids are NOT required)
- A school book-bag so your child can carry their reading and library books
- Please note that backpacks and book-bags can both be purchased from the School Shop



Additional items for Nursery students:

- Nappies (diapers), nappy rash cream and wet wipes, all placed in a sealed Ziplock bag.
- If you would like your child to wear sunscreen, please apply this in the morning before they come to school.

GETTING READY FOR THE BIG DAY

Here are a few things you can do at home to help your child prepare for starting school. 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
- Correct washing of hands
- Using a spoon and fork to eat (please do not feed your child!)
- Encourage getting themselves dressed – knowing the order in which to get dressed
- Carrying their own backpack
- Walking by themselves (not being carried) – walking up and down stairs independently
- Tidying away their toys and putting them back where they belong
- Drinking water from a water bottle

Play outside

- Go swimming and have fun, building water confidence
- Kick a football, bounce a basketball, try throwing, catching and rolling a ball
- Look for insects and different kinds of trees and flowers
- Talk about what the weather is like today
- Enjoy jumping, balancing, running and climbing at the park
- Visit a park and take a teddy bear and a picnic

Sharing books

- Read to your child every day – visit the school's 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!

Play inside

- Share domestic jobs – ask your child to help set the table, sort the laundry or make the beds
- Make a healthy snacks or meals - e.g. fruit salads, vegetable dishes
- Make a train track
- Build a castle out of empty boxes for a princess or a dragon
- Play dress-up with some of mummy and daddy’s old clothes
- Role-play with a messy cardboard box
- Explore messy play e.g. shaving foam, slime, playdough.

Skills to develop

- Listening to sounds around them at home, in the street or in the car
- Fine motor skills – pouring jugs, putting puzzle pieces together, mark-making
- Gross motor skills – running, jumping, balancing, hopping, holding a position, stopping
- Singing and enjoying songs
- 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)

IMPORTANT ROUTINES FOR SUCCESS AT SCHOOL

Please be on time for school every day

The school day begins at 8.00am. The Early Years Hub 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 Hub will be closed, please bring your children to their classroom. 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 the main gate if you arrive after 8.00am.

The socialising that happens for your child at the beginning of the day is 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 with "Community Learning Time", followed by free-flow indoor and outdoor learning. We ask that parents help their child to arrive at school by 8:00am, to help them feel confident and settled at the start of the day.

Nursery and EY1 children are to be collected from their Nursery or EY1 classrooms at 12.30pm. EY2 children should be picked up at 2.30pm from the EY2 classrooms. Please try to be on time so your child does not become distressed by being the "only child left". 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. We have some cases of serious food allergies in the Early Years and the gardens are a food free zone to ensure the safety of all children.

Toys from home

We have lots of resources in school and children are not encouraged to bring in toys from home on a regular basis due to the many problems of toys being broken, misplaced or not shared.

INDUCTION SCHEDULE FOR NURSERY

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

For Nursery children, over the first seven school days we will have daily 1.5hr orientation sessions for your child, accompanied by their parents*, if the children and parents so wish. Over the following 4 weeks, we extend the time that children spend at school. By the start of week 5, the normal timings and routine will be established

WEEK 1 **Monday 29th August 2022 - Friday 2nd September 2022**
Group A: 7.30am - 9.30am (parents stay)
Group B: 10.00am - 12.00pm (parents stay)

On Monday, please come straight into the Early Years Hub at 7.30am (Group A) or 9.30am (Group B) where you will be warmly welcomed. Parents are asked to stay* with their child for the whole 1.5 hour session, giving them time to talk to the teacher and other parents and to support children as they settle into their new environment. Nursery children can bring their favourite teddy or soft toy and wear their favourite clothes – no need for uniform just yet!

WEEK 2 **Monday 5th September 2022 & Tuesday 6th September 2022**
Group A: 7.30am - 9.30am (parents stay)
Group B: 10.00am - 12.00pm (parents stay)
Wednesday 7th September 2022 to Friday 9th September 2022
All children: 7.30am - 10.30am (parents to stay if necessary)

Please take your child to the Hub at 7.30am. Parents are still welcome to stay* with their child if necessary, but wherever possible we would prefer parents to leave their child in the care of the class teacher and return to collect their child at the scheduled finish time. School uniform remains optional.

WEEK 3 **Monday 12th September 2022 - Friday 16th September 2022**
All children: 7.30am - 11.30am

The normal 'soft start' between 7.30 and 8.00am. By 8.00am it is time for your child to wave goodbye and to start to explore the classroom, and to play and learn with their new friends until it is time to be collected at 11.30am. Introduction to specialist lessons starts this week. Children are encouraged to wear their school uniform, if they are not already.

WEEK 4 **Monday 19th September 2022 - Friday 23rd September 2022**
All children: 7.30am - 12.30pm

The normal 'soft start' between 7.30 and 8.00am. By 8.00am it is time for your child to wave goodbye and to start to explore the classroom, and to play and learn with their friends until it is time to be collected at 12.30pm



* Please note that COVID-19 safety measures, such as temperature checks, hand washing, social distancing and wearing a mask may apply, in accordance with guidance from the Ministry of Education.

INDUCTION SCHEDULE FOR EY1

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

For EY1 children, over the first seven school days we will have daily 1.5hr orientation sessions for your child, accompanied by their parents*, if the children and parents so wish. Over the following 4 weeks, we extend the time that children spend at school. By the start of week 5, the normal timings and routine will be established

WEEK 1

Monday 29th August 2022 - Friday 2nd September 2022

Group A: 7.30am - 9.30am (parents stay)

Group B: 10.00am - 12.00pm (parents stay)

On Monday, please come straight into the Early Years Hub at 7.30am (Group A) or 9.30am (Group B) where you will be warmly welcomed. Parents are asked to stay* with their child for the whole 1.5 hour session, giving them time to talk to the teacher and other parents and to support children as they settle into their new environment. EY 1 children can bring their favourite teddy or soft toy and wear their favourite clothes – no need for uniform just yet!

WEEK 2

Monday 5th September 2022 & Tuesday 6th September 2022

Group A: 7.30am - 9.30am (parents stay)

Group B: 10.00am - 12.00pm (parents stay)

Wednesday 7th September 2022 to Friday 9th September 2022

All children: 7.30am - 11.30am (parents to stay if necessary)

Please take your child to the Hub at 7.30am. Parents are still welcome to stay* with their child if necessary, but wherever possible we would prefer parents to leave their child in the care of the class teacher and return to collect their child at the scheduled finish time. School uniform remains optional.

WEEK 3

Monday 12th September 2022 - Friday 16th September 2022

All children: 7.30am - 12.30pm

The normal 'soft start' between 7.30 and 8.00am. By 8.00am it is time for your child to wave goodbye and to start to explore the classroom, and to play and learn with their new friends until it is time to be collected at 11.30am. Introduction to specialist lessons starts this week.

* Please note that COVID-19 safety measures, such as temperature checks, hand washing, social distancing and wearing a mask may apply, in accordance with guidance from the Ministry of Education.

INDUCTION SCHEDULE FOR EY2

At Shrewsbury, we take great care in settling children into school as smoothly and happily as possible. In EY2, we follow an induction programme that will help your child get used to the routines of school, whilst building stamina for a longer day at school. The induction programme is as follows:

WEEK 1 **Monday 29th August 2022 - Friday 2nd September 2022** **All children: 7.30am - 1.30pm**

Please bring your child to the classroom door between 7.30 and 8.00am (the EY 'soft start' to the school day). You may stay* and play with your child in the classroom until 8.30am if they would like you to.

Please collect your child after lunch from the classroom door, at 12.45pm. There will be no Supervision after school.

Your child may be tired after school and want to nap. Please keep nap times short in the afternoon, so that your child can go to bed on time, ready for an early start in the morning.

WEEK 2 **Monday 5th September 2022 - Friday 9th September 2022** **All children: 7.30am - 1.30pm**

School starts between 7.30 and 8.00am. Please try to drop your child at the classroom door during this time*, and leave them to undertake their morning routine independently.

School will end at 1.30pm. There will be no Supervision after school.

Again, your child may be tired after school. If they nap, please keep it short so that they are prepared for full time school in the following week. Ensure bedtimes are early so that they are refreshed for school in the morning.

* Please note that COVID-19 safety measures, such as temperature checks, hand washing, social distancing and wearing a mask may apply, in accordance with guidance from the Ministry of Education.



INDUCTION WEEK - 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 morning 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
- It's inevitable that your child will 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 as we can easily distract them with an activity, read a story, give them a cuddle or just introduce a friend. 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 one more hug
- 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!

SHAPE OF THE DAY

Shape of the Day for Nursery

After the induction period, the shape of the day for Nursery is as follows:

| | |
|--------------------------|--|
| 7.30AM - 8.00AM | 'Soft start'. Arrive at school through the EY hub. Go to the classroom, unpack bag and Morning routine. |
| 8.00AM - 11.30AM | Active Learning Time - Child initiated and adult directed learning inside and outside, with offer of snack. Specialist lessons: Thai, Music, PE or Swimming Splash Play in the splash pool |
| 11.30AM - 12.00PM | Eat lunch |
| 12.00PM - 12.30PM | Community Learning Time and Story Time |
| 12.30PM | Home Time. Please collect your child from the Nursery Classrooms at 12.30pm |

Shape of the Day for EY1

After the induction period, the shape of the day for EY1 is as follows:

| | |
|--------------------------|--|
| 7.30AM - 8.00AM | 'Soft start'. Arrive at school through the EY hub. Go to the classroom and unpack bag. Morning routine, introduction to today's learning. |
| 8.00AM - 11.30AM | Community Learning Time. Active Learning Time - Child initiated and adult directed learning inside and outside, with offer of snack. Specialist lessons: Thai, Music, PE or Swimming Splash Play in the splash pool |
| 11.30AM - 12.00PM | Eat lunch |
| 12.00PM - 12.30PM | Community Learning Time and Story Time |
| 12.30PM | Home Time. Please collect your child from the EY Classrooms at 12.30pm |

Shape of the day for EY2

After the induction period, the typical day for EY2 is as follows:

| | |
|--------------------------|--|
| 7.30AM - 8.00AM | 'Soft start'. Arrive at school through the EY hub. Go to the classroom and unpack bag. Morning routine, introduction to today's learning. |
| 8.00AM - 8.30AM | Community Learning Time. Phonics |
| 8.30AM - 11.45AM | Active Learning Time - Child initiated and adult directed learning inside and outside, with offer of snack. Specialist lessons: Thai, Mandarin, Music, PE or Swimming Splash Play in the splash pool |
| 11.45AM - 12.30PM | Eat lunch and play outside in the EY2 garden |
| 12.30PM - 1.00PM | Community Learning Time |
| 1.00PM - 2.00PM | Specialist lessons: Thai, Mandarin, Music, PE or Swimming Splash Play in the splash pool. |
| 2.00PM - 2.30PM | Community Learning Time and Story Time |
| 2.30PM | Home Time. Please collect your child from the classroom at 2.30pm. |

SECURITY AND SITE ACCESS

Shrewsbury International School takes the matter of security seriously and we require your full co-operation with our security procedures which are for the benefit of the whole of our community. Please make sure all your family and staff understand the School's security procedures that are outlined in the Parent Handbook. Parents and authorized guardians are required to possess a valid school smart ID card to pass through the electronic entrance gates. Visitors are requested to wear a valid Shrewsbury's visitor smart card to gain the entry into the school.

LATE DROP OFF-EARLY PICK UP

Parents must inform the school in advance of any requirement to collect their children before the normal finish of the school day. Notification should normally be made via Seesaw. For urgent cases, parents should telephone the School Reception. Children must be collected by an adult approved by the parent. Children cannot exit the school early without an approved Exit Permit. Exit Permits are available from Reception on the day. Parents need to have the form signed by the Class Teacher, then brought to the administration floor for approval. Please refer to the Parent Handbook for the detailed procedure.

GETTING TO / FROM SCHOOL

No matter what mode of transport you choose to travel to school, early years children must be escorted all the way into the school site (to their classroom or designated collection area) by an adult.

For those arriving by car, please park in a designated parking space before escorting your child to class. Alternatively, if you have a driver, the driver may drop both the child and the accompanying adult at the fountain roundabout at the main entrance, but may not wait there.

Traffic on Rim Klong Samsen Road and in the School locality can be heavy in the mornings from 7.20am to 8am-especially if it is raining. Always allow enough time for your journey so that your children are relaxed in advance of the start of the school day. School bus is available for children from Year 1 to Year 6.

SUPERVISION

Supervision for EY2 children starts from Monday 28th September, once the children are in school full time. It takes place in the Primary Building and children will be supervised in there from 2.30 - 3.30pm. (Supervision is not available for EY1 children).

Supervision is intended to be used only where a sibling has an after school activity (or Parent/ Teacher Consultation) so that parents may collect all children at the same time.

If your child requires supervision, please inform the Class Teacher by face-to-face or via Seesaw of any changes.

THE LEARNING JOURNEY

Paint shows I've been developing creativity.

Pen marks show I've been developing my writing and drawing skills.

Playing in the mud allows me to develop imagination and descriptive language

Grass stains show that I've been outdoors developing physical skills.

I may get food on me as I'm learning to use cutlery to eat.

We often use water to learn about science and maths - I may get wet.

“A messy uniform shows that I've been learning a lot!”

The Early Years Foundation Stage has seven areas of learning, all of which are connected and are of equal importance. Every child is unique and has particular interests, skills and needs; they will have opportunities to interact in positive relationships and enabling environments, both indoors and outdoors. Through “Active Learning”, the children experience a range of challenges and playful learning opportunities across the Prime and Specific Areas of learning and development. They will take part in a balance of carefully planned child-initiated and adult-directed activities in order to develop as individuals, and as effective learners.

Your child's progress and achievements are recorded in their own Interactive Learning Diary - an online record which Parents are given password access to in due course.



CHARACTERISTICS OF EFFECTIVE LEARNING

...it's not **what** we learn, but **how** we learn...

PLAYING AND EXPLORING

FINDING OUT AND EXPLORING

- Does the child show curiosity about objects, events and people? In what way?
- Does the child use their senses to explore the world around them? Any sense perhaps used more than other?
- Does the child engage in open-ended activity? How?
- Does the child show particular interests? In what?

PLAYING WITH WHAT THEY KNOW

- Does the child pretend objects are things from their experience (symbolic play)? What examples can you give?
- How does the child represent their experiences in their play?
- Does the child take on a role in their play? Any particular role?
- Does the child act out experiences with others (children or adults)?

BEING WILLING TO HAVE A GO

- Does the child initiate activities/experiences? What kind of activities/experiences?
- How does the child seek challenges?
- Does the child show a 'can do' attitude? What example do you have?
- Does the child take risks, engage in new experiences and learn by trial and error?

7 AREAS OF LEARNING

PRIME AREAS

PHYSICAL DEVELOPMENT

Developing coordination, control, manipulation and movement. Improving physical skills has two other important aspects; it helps children develop confidence in what they can do and enables them to feel the benefits of being healthy and active as well as creating a positive sense of well-being. Develop self help skills and independence at managing their personal hygiene.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:

Developing emotional well-being. Becoming more confident and self-assured and forming friendships. Learning how to share and take turns. Discovering how to manage their feelings and behaviour.

COMMUNICATION & LANGUAGE:

Developing listening skills so they can understand what is being said and can learn how to pay attention. Developing speaking skills so that they can improve their vocabulary and fluency when they communicate with others.

SPECIFIC AREAS

MATHS

Includes matching, counting, sorting, seeking patterns, making connections, recognising relationships and working with numbers, shapes and measures. Mathematical understanding will be developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with counting and numbers.

UNDERSTANDING THE WORLD

Where children will begin to develop the crucial knowledge, skills and understanding to help them comprehend the world around them. This forms the foundation for subjects of Science, Geography, History, Design Technology and ICT (computer skills).

EXPRESSIVE ARTS & DESIGN

Children develop and learn in different ways and at different rates. All areas of learning and development are equally important and interconnected.

LITERACY

Children will be exposed to a wide range of books, introduced to letter sounds and begin emergent writing.

ACTIVE LEARNING

BEING INVOLVED AND CONCENTRATING

- Does the child maintain focus on their activity for a period of time? Is this at any activity or always at a particular activity or area in the environment?
- Does the child show high levels of energy, fascination? In what way?
- Does the child concentrate despite distractions? Any examples?
- Does the child pay attention to details?

KEEPING ON TRYING

- Does the child show persistence with an activity when faced with challenges?
- How does the child demonstrate aspects of problem solving and show a belief that more effort or a different approach will work/pay off?
- Does the child bounce back after difficulties?

ENJOYING ACHIEVING WHAT THEY SET OUT TO DO

- Is he/she proud of their accomplishments- not just the end result? Have you got an example of when the child displayed this to share?
- Does the child enjoy meeting challenges for their own sake rather than for rewards or praise?

CREATING AND THINKING CRITICALLY

MAKING LINKS

- Does the child make links and notice patterns in their experience?
- Does the child make predictions? What examples can you give?
- How does the child test out their ideas?
- Does the child develop ideas of grouping, sequencing, cause and effect?

HAVING THEIR OWN IDEAS

- Does the child think of ideas? Any examples?
- How does the child find ways to solve problems?
- Does the child find new ways of doing things?

CHOOSING WAYS TO DO THINGS

- Does the child plan, make decisions and about how to do something, solve a problem to reach a goal? Can you think of any examples that support this?
- Does the child check how well their activity or what they are doing is going? How do you know this?
- Does the child change strategy if needed? Or does the child always do what he/she knows?
- Does the child review how well their approach worked? With support or on their own?

SPECIALIST LESSONS

Thai

Every EY class is visited by a qualified Thai teacher in their learning environment twice weekly. The aim of the Thai programme is to give children a thorough immersion into the Thai language through stories, singing, hands-on activities, rhymes, a variety of games, role-play and some formal letter recognition and vocabulary work. Children are not only learning Thai, but are also being immersed in the richness of Thai culture through celebrating traditional festivals of Loy Krathong and Songkran.

Mandarin

Our EY children will be exposed and introduced to Mandarin on a weekly basis by a native Mandarin teacher. This will include songs, rhymes and child-initiated activities.

Music

Our specialist Early Years Music teacher visits each class every week. The session allows hands-on experiences of percussion instruments, singing and movements which encourage children to be sensitive to beat and rhythm.

PE

PE lessons are based on the Early Years Foundation Stage curriculum and children have daily opportunities for physical exercise. Skills include Games, Gymnastics, Dance, Athletics and Swimming (see below). EY children learn basic movement skills to develop hand-eye coordination, foot-eye coordination, balance, body and space awareness and moving with control.

In Nursery & EY1 we have space in our garden, EY Hub and Little Gym for physical activities and a Splash Play area for weekly water-play activities. Swimming is taught by specialist PE teachers to develop water confidence and basic skills in the Swimming Pool.

EY2 have specialist PE lessons twice a week and class teachers also provide regular class activity time using the equipment in the Garden, EY Hub, Splash Play area and Little Gym.

Swimming

Swimming at Shrewsbury is focused on the Aquatic Movement Fundamentals of:

- Flotation & Balance - Developing an understanding of buoyancy and balance, what can affect it and how to become buoyant in the water.
- Rotation & Orientation - Developing skills such as: how to turn around, how to lie back, how to lie forward, how to regain an upright position, and how to twist from the back to the front and vice versa.
- Streamlining - Understanding of streamlining, how to be streamlined and why it is important. Aquatic breathing Developing confidence in the water and being at ease with water around the face, learning how to breathe correctly, which consequently is developing a 'safe' swimmer.
- Travel & Coordination - Developing movement forwards, backwards, sideways, how to travel effectively, exploring different ways of travelling in water.

The easiest way for a child to acquire these skills is through fun and games. Games are an ideal way for children to develop their jigsaw of skills and may even lead to combining one skill with another to support the process of building the jigsaw. This ultimately results in a stroke such as front crawl, breaststroke, backstroke or butterfly as well as skills that may become transferable to another aquatic or land based sport.

The time it takes for a swimmer to develop the crucial skills and build their jigsaw will depend on their own personal development, as swimmers progress at their own pace.

Library

Our main aim within the library is to encourage a love of books from a very early age. The library is designed to be fun and inviting for EY children, and we have a vast range of picture books, easy non-fiction, and books in other languages.

All EY children will regularly borrow library books during class time, and in addition parents/nannies are strongly encouraged to visit the library with their children before and after school.

ENGLISH AS AN ADDITIONAL LANGUAGE

Key Points

- It takes a long time to acquire an additional language.
- The school provides plenty of practise and instruction in English.
- Maintaining mother tongue at home helps development of English.
- Playing with English speakers is the best way to help develop English outside of school.
- Reading and talking about books in English or mother tongue with your child helps develop English.

Your child may be starting school with limited English proficiency. This is perfectly okay. 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 Early Years programme is designed to provide high quality learning experiences that encourage language acquisition and development in all our children, from the moment they begin their first day at school.

The process of acquiring a language takes time and you should not be worried if for the first few weeks or even months your child appears not to be speaking much or any English. This “silent phase” is perfectly normal, and you can be reassured that your child will be observing, listening and taking in the English around him or her until the moment that he or she feels ready to start using it.

It is also important to know that the time it takes for a learner of English to go from no English to full academic fluency can be as long as seven years. Throughout that time your child’s teachers will be providing the right environment to make this lengthy process as rich as possible.

However, there are things you can do at home to help your child during this time.

It is important to value your child’s mother tongue. Your child will have plenty of exposure to English at school. Research tells us that by maintaining mother tongue while learning an additional language, both are strengthened. Children who are proficient speakers of Thai, Korean, French and so on become proficient speakers of English more readily.

If you speak English, you can be a good role model for your child by using it where appropriate. This does not mean speaking English artificially, when your mother tongue would be the most efficient way to communicate, but to show your child that when English is needed (when you are talking to English-speaking parents in the playground, members of the school staff, visitors to Thailand etc) you use English confidently. This gives them something to aspire to.

You should look for opportunities for your child 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, one where the need to speak English is clear. If your child needs to use the language he or she will.

Reading is also an important activity that helps to develop your child's language. In the early stages, before your child is reading formally, it is important to share stories with them in your child's mother tongue as appropriate. This helps develop a love of books, and to show him or her that you value reading yourself. Your child's love of books in his or her mother tongue will then more readily transfer to their relationship with English books. As your child begins to bring home books from school, listen to him or her read then discuss what you have read in your child's mother tongue. If he or she can discuss an English story in his or her own language we can be confident of deep understanding and rich language ability.

There are many more ways in which you can help, and your child's class teacher and the EAL specialists at Shrewsbury are happy to help with advice.



LINES OF COMMUNICATION

Communication between school and home is a vital aspect to school life at Shrewsbury International School. To support this, the school uses the Seesaw Family app to communicate with parents.

Seesaw is an online tool that is designed to capture and share with Early Years parents some of their children's 'wow' moments at school and enable parents to share them with children at home. Account login details and instructions on using Seesaw are provided via a Parents in Partnership information session during Term 1.

Every morning the classroom teacher is available to meet and greet their class during the soft start to the morning, and hand them back safely to parents and carers at the end of the day. This also acts as an ideal time for small messages to be passed between home and school.

Regular 'Parents in Partnership' presentations are provided to all parents by school leaders and teachers, and Tea and Topic events further enhance a wider form of communication. Assemblies, presentations, and event days are arranged for the school to communicate to parents about their child's learning and invite them to share in and celebrate their successes.

Please see the Parent Handbook (which is available on the school website) for full details of our communication tools, including online communications.

PARENTS IN PARTNERSHIP

Shrewsbury International School prides itself on the excellent relationship it has with parents which is built on mutual trust and appreciation.

We invite parents into school on a regular basis and share information on the various aspects of the Early Years curriculum.

For Nursery this includes topics such as:

- Schemas in Nursery
- Characteristics of Effective learning

For EY1 this includes topics such as:

- Active Learning in Early Years 1
- Continuing the Learning Journey in EY2

For EY2 this includes topics 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 and work with parents about their child's learning and progress, these include:

- Initial EY parent questionnaire about their child's personality and interests
- Daily communication through the home-school book as required
- 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 step
- Term 1 and Term 3 reports

In addition, parents will receive information via:

- Your child's personalised online learning platform (Seesaw)
- Weekly newsletters detail the week in review via Seesaw
- Invitations to celebrations
- Each class has a Class Parent Representative
- Parents are always welcome to make formal appointments to meet with Class Teacher, Year Leader and School Leaders.



Parental involvement

Students benefit greatly if we all work together in a harmonious partnership. Your interest and involvement in all educational affairs are welcome. Initially you are invited to make contact with your child's class teacher. Although the first point of contact will normally be with the teacher who is closest to your child, you should always also feel welcome to contact the following lead members of staff:

- Nursery Team Leader - Ms Danielle Devanny
- EY1 Team Leader - Ms Jessica Ramskill
- EY2 Team Leader - Ms Olivia Matthews
- Assistant Principal - Ms Cath Okill

In addition, Ms Amanda Dennison, the Principal at City Campus, is happy to meet with parents. Appointments can be arranged through Khun Aum, the Principal's PA.

BUILDING A POSITIVE LEARNING ENVIRONMENT

At Shrewsbury, the safety, welfare and interests of our community, children and adults, are our first priority.

We expect all members of our community to behave in accordance with the regulations and educational ethos of the school, and to respect each other at all times.

We seek to build strong partnerships with our parents to ensure that these priorities are upheld at all times, and to contribute towards these goals as follows:

- **Safety and Security:**
all adults should comply with the school's security requirements. They should be wearing official ID badges at all times whilst on site, should only use washrooms that are designated for adult use and should only be on site during lesson time for pre-arranged appointments or organised events. Details are available in the Parent Handbook.
- **Photography and film:**
please consider the privacy of other people (especially of other people's children) and whether they have given their permission for their picture to be taken or shared.
- **Punctuality:**
please help to ensure that your children always arrive promptly for school, and that parents arrive promptly for appointments and to collect children.
- **Engage with your child's learning and the community:**
parents are invited to many events throughout the year – we hope that you will come along and show an interest in your own child's learning and be part of our community.
- **Support children in a respectful way:**
supporting your children at competitive events should always be encouraging, respecting the feelings and efforts of all participants (recognising that effort is more important than results).
- **Support children's interests and encourage group participation:**
our aim is to give children opportunities to explore their own interests, to achieve a healthy balance between their academic activities and other pursuits, and encourage them to make positive contributions to the community. We hope that children will find enjoyment from being part of groups, teams, orchestras and ensembles where they can share their talents and inspire those around them.

ADDITIONAL INFORMATION

HEALTH MATTERS

Children's health and safety is our top priority. Please encourage your child to get into good hygiene habits by going to the toilet independently, washing their own hands with soap and drying hands properly. Drinking lots of water is also encouraged during the day.

If your child has not been well we ask parents to not bring them into school until they are fully recovered and are no longer at risk of spreading their illness to other children.

Please do not bring your child to school for at least 48 hours after they have exhibited any of the following symptoms:

- If your child has vomited or has diarrhoea
- If your child exhibits symptoms of Hand Foot & Mouth Disease. This disease is common and easily spread at this age, please look out for sores or blisters in the mouth, on the palms of hands or on the soles of feet. If your child has a confirmed case of Hand, Foot & Mouth Disease, they are not to return to school until at least 7 days since the date of confirmed diagnosis, or later, if advised by medical professionals.

For further information about health matters and the school medical centre, please refer to the Parent Handbook.

Participation in Swimming

We expect all children to participate in all events if they are at school. On swimming days all children should come to school prepared to swim. This is a wonderful learning opportunity for your child and part of our curriculum. If your child is ill and not well enough to be in the pool, then please do not send them to school on that day. If your child is well enough to be in school but has an injury or is undergoing treatment for an illness which specifically precludes them from being able to swim, a doctor's note will need to be provided to explain this.

FOOD AND CATERING

We provide your child with all their meals during the school day. No food needs to be brought in from home. The current 10-day snack and lunch menu is always available to view on the Parent Portal.

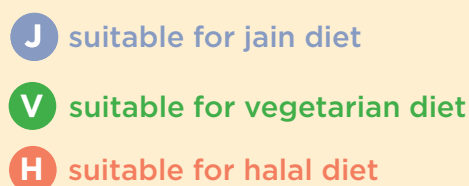
Morning and Afternoon Snacks

The morning snack menu provides light and healthy nourishment allowing a good appetite to develop in time for lunch.

Lunch

The lunch menu has been formulated to ensure:

- Each child is provided with a balanced nutritious meal. This means each lunch always comprises vegetables, carbohydrate and protein components.
- Food is chosen bearing in mind the sort that children like to eat.
- Children with individual dietary requirements (e.g. halal, vegetarian, jain) are catered for.



- The food is child-friendly i.e. bite-sized, colourful and tasty, whilst avoiding artificial preservatives, colouring, flavour enhancers and a high saturated fat content.

All lunches are cooked on-site and fresh on the day. Class teachers and assistants place emphasis upon encouraging all the children to eat well and to enjoy mealtimes with one another.

There are three lunch choices every day. Fruit is served as a dessert everyday and on Fridays there is ice cream.

Your class teacher will ensure we have any special dietary information that is required for your child and will ensure that any allergies or specific meal requests are catered for.

EY children eat their snack in their classroom. This allows children to be based more in their learning environments and allows healthy habits and skills in eating to be embedded.

They go to the EY Hub for lunch.

For further information about catering at school, including contact details for the Food Committee, please refer to the Parent Handbook.

Allergies

Many children have serious allergies, to dairy, wheat or nuts. For the safety of these children we do not allow any food to be brought into school from home. On birthdays, please liaise with the class teacher if you would like to bring in a cake for your child. Please do not hand over food or eat snacks in the EY Hub or play areas to any child – you may not know if they are allergic to it.

Our school is a nut-free environment. Health and safety is our main priority and if your child has an allergy to nuts, dairy, wheat or an illnesses like diabetes, please be reassured that we will monitor everything your child eats.

ACADEMIC CALENDAR 2022-2023



Note: All dates listed below are provisional and subject to further announcement and change to public holidays that may be issued by government departments. For latest term dates please refer to our website:

| | | | |
|--------|---|--|---------|
| Term 1 | Staff Training | Thursday 25 th August 2022 Friday 26 th August 2022 | |
| | Start of Term 1a | Monday 29 th August 2022 | 7.30am |
| | School Closed: Memorial Day for the passing of the late King Bhumibol Adulyadej | Thursday 13 th October 2022 | |
| | End of Term 1a (half term break starts) | Friday 21 st October 2022 | 4.00pm |
| | School Closed: Chulalongkorn Memorial Day | TBC | |
| | Start of Term 1b | Monday 31 st October 2022 | 7.30am |
| | School Closed: H.M. the late King Bhumibol Adulyadej's Birthday | Monday 5 th December 2022 | |
| | End of Term 1b | Friday 16 th December 2022 | 12.50pm |
| Term 2 | Staff Training | Monday 9 th January 2023 | |
| | Start of Term 2a | Tuesday 10 th January 2023 | 7.30am |
| | End of Term 2a (half term break starts) | Friday 17 th February 2023 | 4.00pm |
| | Start of Term 2b | Monday 27 th February 2023 | 7.30am |
| | End of Term 2b | Friday 7 th April 2023 | 12.50pm |
| Term 3 | Start of Term 3a | Monday 24 th April 2023 | 7.30am |
| | End of Term 3a (half term break starts) | Thursday 1 st June 2023 | 4.00pm |
| | School Closed: H.M. The Queen's Birthday | Monday 5 th June 2023 | |
| | Start of Term 3b | Tuesday 6 th June 2023 | 7.30am |
| | End of Term 3b | Friday 30 th June 2023 | 12.50pm |

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 Parent Portal. We will also notify you of some events by email/parent portal letter, communications books and blogs.



NEW STARTER CHECKLIST

MEDICAL RECORD

Please fill in the blue form and return to the Director of Admissions. It is important that the information is complete in the event of an emergency.

SECURITY ID PASS

Please make sure you obtain your passes before the start of term and are aware of the School's security procedures.

SCHOOL FEES

Please settle all fees by the due dates. Remember that late payment attracts an interest charge. Payment can be made by transfer (please email the paying slip to accounts-city@shrewsbury.ac.th) or in person at the Accounts Department at the School. If you are planning to visit the Accounts Department during school holidays, please ring up in advance to check the office opening times on that day.

UNIFORM

Uniform can be purchased at the School Shop which is open Monday to Friday from 7.15am to 4pm during term time or 8.30am to 3.30pm in the school holidays. If you plan to visit the shop during holiday periods please contact reception (+66 2) 203 1222 in advance to confirm opening hours for that day. We recommend that you avoid the busy period during the week before the start of term and obtain your uniform in good time.

TERMS AND CONDITIONS

All parents are required to sign a Terms and Conditions form, which will be provided for you by the school's Admissions team.



**SHREWSBURY
INTERNATIONAL
SCHOOL**

BANGKOK • CITY CAMPUS

SHREWSBURY INTERNATIONAL SCHOOL BANGKOK, CITY CAMPUS

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