



**St John's International School**

**Tel. (662) 513-8575**

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**Primary  
Parent Information Booklet**



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## **Introduction**

Welcome to St John's Primary School. This booklet is designed to help you become acquainted with our school and the routines that we have in place.

## **Whole School Information**

### **School Legal Status**

Saint John's International School opened in May 1992 as a direct response to a cabinet decision that allowed Thai students to attend foreign medium schools for the first time. The School has the honour of being the first to respond to this initiative and the first of the new international schools to be recognised by the Thai Ministry of Education. The school operates in according to the Private Education Law.

### **School Ownership**

St John's International School is owned and operated by St John's Company for Education, which is represented by the Board. St John's International School is a fee-paying independent school.

### **History**

In 1992, the school opened with three classes, one each at Year 1, 2 and 3 levels. In 1993, a pre-school, Reception Department opened and Year 4 added. Subsequently, one year group has been added annually and extra classes created at each year level to meet demand. The school now caters for students from 2 ½ years to 18.

The International school is an independent unit of the St John's Group of schools that began operating in Bangkok in 1961. The Group caters to students from Kindergarten to University level. The school's mission and philosophy reflect the Catholic nature of its foundation.

St John's International School occupies its own dedicated campus with excellent facilities.

### **School Responsibility to the Ministry of Education**

The Ministry of Education granted the Board a license to operate the school and the Board is fully liable to the Ministry in its operation of the School.

### **School Board Members**

1. Mr. Sumon Chinnapha
2. Mr. Chainarong Monthienvichienchai
3. Dr. Chulakasem Chinnapha
4. Mr. Thamesnathi Chinnapha
5. Ms. Ruedithip Kuansongtham
6. Dr. Mahipathorn Chinnapha

## **Members with Specific Responsibility for the International School**

Dr. Chainarong Monthienvichienchai is the General Manager of the International school. Dr. Peter Monthienvichienchai is the Director of the International School.

## **The Education System We Offer**

### **Medium of Education**

The school offers a British style, English medium education.

### **Primary School**

The Primary School consists of the Early Years Foundation Stage (F1&2, F3), Key Stage 1 (Years 1-2) and Key Stage 2 (Years 3, 4, 5, 6)

### **Secondary School**

The Secondary School consists of Key Stages 3 (Years 7, 8, 9), Key Stage 4 (Years 10 and 11) and Key Stage 5 (Years 12 and 13)

### **Curriculum**

Saint John's International School operates within the framework of the National Curriculum for English, as far as possible. If UK initiatives are deemed to be relevant to our staff and students, they will be implemented.



At the end of Key Stages 1 and 2, students are entered for national curriculum tests and at the end of Key Stage 4 they are entered for GCSE/IGCSE.

Post 16 we offer a UK course leading to A/S and A level

### **Religion**

The School is a member of the Catholic Council of Thailand. Catholic Parents who wish religious education or catechism for their children may request these through the Assumption Sisters who are resident at Saint John's. We welcome children here from other faiths.

## How to Enrol Your Child

### Admissions

The following procedure for application is carried out so that your child's entry into our school is smooth and so that there is correct educational provision in place.

The process should take approximately one week, from the time the application letter is submitted.

### Procedure

- Shown around the school by the Deputy Head of Primary School
- Completion of the application form. It is essential in completing this that parents are aware of the conditions of enrolment.
- **Primary only** – You will receive a telephone call or email inviting your child to spend a day in the classroom. During this time they will be able to meet their new teacher and future friends. Their English will be assessed and any educational needs evaluated where applicable. On this morning, please go to the main office to be escorted to the appropriate department. The school day begins at 7.45 am and ends at 2.30 pm.
- A meeting between yourselves and the Headteacher will be arranged and enrolment into the school confirmed.
- You will then be asked to pay the school fee and buy the school uniform from the shop.
- An appointment can be made for you to meet with the school board.



## Communication

Most communication with parents is through school letters. These letters contain a great deal of important information and should be read by all parents regularly. Letters will be emailed to parents in both Thai and English. Information can also be found on the school website at [www.stjohn.ac.th/International](http://www.stjohn.ac.th/International) and may also be obtained from the school by emailing [sjadmin@stjohn.ac.th](mailto:sjadmin@stjohn.ac.th). The Primary News letter comes out weekly and is available on our website, as well as being emailed home.

Our address is:

St. John's International School  
Ladprao  
Bangkok 10900  
Thailand

Telephone: +66 (0)2 513 8575

Facsimile: +66 (0)2 513 5273

## School Membership and Accreditation

### Thai Ministry of Education

The school is formally recognised by the Thai Ministry of Education and Ministry representatives visit the school at least once a year. The visit may involve inspection of all operations of the school but tends to concentrate on the school administration and the school log, written in Thai.

### International Accreditation and Affiliations

The World Wide Education Service (WES) accredits the School. The school is also an Associate member of the European Council of International Schools (ECIS).

The school is a member school of The Federation of British International Schools in South East Asia. (FOBISSEA) The school is also a member of ISAT (International Schools Association of Thailand).

The School receives an annual 'Advisory Visit' from WES as part of the affiliation package. Following this visit, the consultant is required to write a general report to the Board, with attention given to the area identified by the School as a focus for the visit. We are part way through the Accreditation Process for CIS (Council for International School)

## Staff

### Recruitment and teaching staff

Classroom teachers are all fully qualified and in general are recruited on expatriate contracts from the UK. There are more than 40 expatriate teachers /administrators on the staff at present. In addition to these fully qualified classroom teachers we also

employ fully qualified staff to teach English as an additional language (EAL) to help those children who need extra help with developing their academic English skills.

Other staff include classroom assistants who also assist teachers in classrooms.

### **Thai Environment/Culture**

The Thai part of the School curriculum is extremely important as the children need to be aware of their own culture and must be able to interact with others within their own environment. At the start of each day the children are lined up in class groups for the National Anthem. Each week children in Primary have lessons in Thai language, Dance and Culture. The Thai teachers organise several Thai events each year, including Wai Kru, Loy Krathong and Songkran.

### **Insurance**

All children enrolled in the school are covered by personal accident insurance through HSBC Insurance UK. This covers personal accident 24 hours a day, 365 days a year, worldwide.

### **Become part of our school**

It is our desire that you feel free to become involved in your child's school life. Parents are welcome to help around the school and should talk openly to staff about any concerns they have. If translation is required, this can be arranged.

### **The Parent Teacher's Association (PTA)**

The PTA helps to promote fun activities throughout the school. Its aim is to create opportunities for children to have fun! It also raises funds to distribute to charities and school projects. As a parent, you are automatically a member. You can find out more information by joining one of the coffee mornings that are held regularly.

## **Primary School**

### **Getting Ready for School**

After the admission forms, procedures and the interview with the Head teacher have been completed you will be given a starting date. Your child's class will be assigned as soon as possible and they will be given a house team. At this point an ID card should be requested.

When coming into school and collecting the children from class an identity card should be shown. This can be requested from the main office. Teachers and security soon get to recognise parents but if another person is to collect your child you should give them this card.

You will then need to purchase a few items so that your child feels part of the school on their first day.

## **At the Shop!**

### **School Uniform**

Boys: **Nursery / Reception** - white shirts, grey shorts, white socks, trainers/shoes

**Y1-3** - white shirts, tie, belt, grey shorts, white socks, plain black trainers or shoes.

**Y4-6** - white shirts, tie, belt, grey shorts, white socks, plain black trainers or shoes.

Girls: **Nursery / Reception** - white blouses, skirt, white socks, trainers/shoes

**Year 1 – 3** white blouses, tie, skirt, white socks, plain black trainers or shoes.

**Year 4 – 6** white blouses, tie, skirt, white socks, plain black trainers or shoes.

### **PE and Swimming Kit**

Boys & Girls: costume, towel, swimming hat (long hair), shorts, house colour t-shirt and white trainers.

### **Additional Items**

Grey book bag and school cap.

*NB: all items should have the child's name clearly written inside*

## **Your Child's First Day!**

### **Our School Day**

Start: 07.45 am

Snack: 09.30 am – 10.00 am (F1, F2, F3)

10.00 am – 10.30 am (Y1 – Y6)

Lunch: 11.30 am – 12.30 am (F1, F2, F3)

12.00 am – 01.00 pm (Y1 – Y6)

End: 02.30 pm

Please help us .....

- **Be punctual** as lateness will cause your child's education to suffer.
- **Collect your child** on time or give them permission to wait for you downstairs.
- **Telephone the school** if you are delayed or there is a change of routine.
- **Encourage independence** in organising their bags, but keep check.
- **Leave your child** in the capable hands of the teacher; 'hovering' brings more distress to your child and yourself.

## **Medicines**

Children are sometimes ill. Please leave any medication with the school nurse in room 104. Also write a letter to the teacher explaining the medication they are on as this may affect them during lesson time.

## **End of Day Routines**

At the end of each day your child's bag may be holding letters, books, homework or worst of all a used PE kit! Please check every evening and monitor their home studies. Two books a week are given from the library and guided reading books will be changed regularly and placed in the grey book bag. Each child is assigned homework on regular basis. Completion of work may also be necessary if it has not been completed in class. Reading records and home/school books are given to children. Please feel free to put any comments in them as a means of communication with the teacher.

At the beginning of the year you will be sent a letter about giving permission for your child to be sent downstairs after school. If you give permission this means that you realise that your child is unsupervised until they are collected. For those children who do not have permission to go downstairs their class teacher will keep them in the classroom until 3.00 pm if they have not been picked them up by then they will be taken to the main office to be collected.

There is a member of staff on duty in the playground from 7.20 am until 7.45 am and in the afternoons from 2.30 pm until 3.00 pm. If you have an unexpected problem picking up your child please phone school and we will make sure your child is looked after.

All children should be picked up from school by 3.00 pm at the latest, unless attending a club.

The Nursery children finish school at 2.30 pm. This is an extremely long day for children of this age. We recommend that you make every effort to collect them promptly at the end of the school day. The Nursery staff are available until 3.00 pm to supervise the children if you are unexpectedly late. In extreme circumstances we can provide supervision after this time but this must be discussed with the Head teacher. The school day ends at 2.30 pm. However, homework is also an important part of consolidating work completed at school. Children will need ample time at home after 2.30 pm. to complete their homework.

## **Extra Curricular Activities**

Many clubs are run throughout the school. As these may change from term to term details of these can be obtained from the primary office.

To bring greater depth and interest to topics children are taken on trips in every year group. These include day trips and residential visits. Parents are asked to pay for these on top of the school fees. All children are expected to attend, as they are invaluable for developing their educational understanding as well as their independence.

## Parental Guidance

It is important that the children see you as helping them in their education. Please sit down and read with them every evening and encourage them to complete their homework. If English is not your native language please attempt to block out some time every night in which to communicate in English.

[www.dfes.gov.uk/parents/discover/](http://www.dfes.gov.uk/parents/discover/).

Each subject area has certain things that can be done to support the classroom learning.

### English

Regularly read at home.

Balance speaking English and native language at home.

Watch and listen to television or radio in English.

Help your child to learn their homework spellings.

Purchase books and computer programs in English.



### English as an Additional Language (EAL)

Encourage your child to record new words in a notebook.

Regularly read at home.

Encourage your child to retell the stories they have read with you.

Help your child to notice the differences and similarities between English and your native language.

### Thai

Encourage your child to read for fun and enjoyment – there is a wide range of Thai Literature. Also many children's books are now translated into Thai.

Help your child's understanding of science, geography or history topics by reading about the topic in Thai.

Help your child to feel proud of their language and their culture.

### Thai as an Additional Language

Encourage your child to record new words in a notebook.

Let your child read simple story or picture books to you.

Ask your child to order food when you are out with them.

### Maths

Dependent on age help your child with addition, subtraction, multiplication and division problems.

Ask the children to calculate costs of items when shopping and make estimations.

Use maths vocabulary such as ...how much? Altogether, what is the difference.

Explore the language and properties of shape.

Experiment with fractions and measurement in the kitchen.

Buy your child a calculator and a watch and help them learn how to use them.

Let your child use money both here and around the world and encourage them do calculations with it.

Look at data through using timetables.

Learning multiplication tables at home is essential for all pupils.

## **Science**

Discuss the world around them – plants, animals, themselves, life cycles.  
Recycle and make the children aware of their environment and how they affect it.  
Play with a variety of materials and learn the language that goes with them.  
Let your child help with cooking so that they can see the changes that occur.  
Buy a thermometer and read it.  
Watch ‘Discovery kids’ (some recent episodes were filmed using primary school children at St. John’s.)

## **ICT (computers)**

Let the children onto the computer for set tasks, not just for games.  
Teach them about folders and saving work.  
Print items.  
Buy educational programs for all the subject areas for them to use and let them load them up.  
Use word processing, email, internet and spreadsheet packages.

## **Geography**

Let them navigate their way home in the car.  
Explore maps when on holiday or around Bangkok and us coordinates  
Discuss differences between places visited ... shopping centres, towns, countryside.  
Buy an atlas or globe for their room.

## **History**

Discuss family and fiends comparing ages.  
Talk to your child about your past.  
Explore Thai history  
Read books that are about historical topics.  
Visit historical places here and abroad.



## **Design and Technology**

Involve your child in cooking activates  
Allow them to take old objects apart to see how they were put together.  
Design and build things from junk.  
Purchase construction toys like building blocks, connection materials and models.

## **Music**

Encourage singing in the car on the way home by choosing to play tapes of nursery rhymes and pop songs in English  
Encourage your child to take up learning to play an instrument either through school clubs or additional teachers  
Give them the opportunity to listen to a variety of music from classical, to jazz, to pop.

## **PE and Swimming**

Go swimming.  
Play ball games.  
Organise time for your child to play with other children.  
Discuss healthy foods and exercise.  
Watch sport both on the TV and in real life.



## Homework

The times below are approximate guides. Variations will occur throughout the term and will depend on the teachers and the rate at which the children work within the classroom.

<b>EYFS (F1 and F2)</b>	
Upper Nursery: Library books, reading scheme	
Lower Nursery: Library books, reading scheme (at teacher discretion)	
	Total – 50 mins per week
<b>EYFS (F3)</b>	
Reading – library books, reading scheme with a carer	50 mins
Language – practice recognizing letters and words from books with a carer	20 mins
	Total – 1 hours per week
<b>Year 1</b>	
Reading (Independently and with a carer)	70 mins
Literacy based work (including spelling and related phonics)	25 mins
Numeracy based work (including practicing multiplication tables)	30 mins
	Total – 2 hours 30 mins per week
<b>Year 2</b>	
Reading (Independently and with a carer)	90 mins
Literacy based work (including learning spellings)	30 mins
Numeracy based work (including practicing multiplication tables)	30 mins
	Total – 3 hours 30 mins per week
<b>Year 3</b>	
Reading (Independently and with a carer)	100 mins
Literacy based work (including learning spellings)	40 mins
Numeracy based work (including practicing multiplication tables)	40 mins
Topic/Science related work	30 mins
	Total – 3 hours 30 mins per week
<b>Year 4</b>	
Reading (Independently and with a carer)	110 mins
Literacy based work (including learning spellings)	50 mins
Numeracy based work (including practicing multiplication tables)	50 mins
Topic/Science related work	30 mins
	Total 4 hours per week
<b>Year 5</b>	
Reading (Independently and with a carer)	110 mins
Literacy based work (including learning spellings)	60 mins
Numeracy based work (including practicing multiplication tables)	60 mins
Topic/Science related work	40 mins
	Total – 4 hour 30 mins per week
<b>Year 6</b>	
Reading (Independently and with a carer)	110 mins
Literacy based work (including learning spellings)	50 mins
Numeracy based work (including practicing multiplication tables)	50 mins
Topic	60 mins
Science	60 mins
	Total – 5 hours 30 mins per week

## **Parents are Welcome**

If you are ever concerned about your child and wish to talk to the teacher please feel free to arrange a meeting at anytime throughout the year. Call the office to request an appointment or simply approach the teacher at a convenient time. Teachers should not be interrupted during lesson time, as this disruptive for the children. Set times are also organised throughout the year. You are welcome to meet Mr. England, Deputy Head of Primary. Please telephone the primary office for an appointment.

### **Early Years (F1, F2, F3)**

Open Evening – in September

Parents Meetings – Termly

Written End of Year Report – July

### **Key Stage 1 (Years 1&2) and Key Stage 2 (Years 3-6)**

Open Evening – September

Written Progress Report – December

Parent Conference – January

Written End of Year Report - July

## **Parent Communication and Involvement**

Various forms of communication are sent out to parents. Letters are emailed to parents in both Thai and English. Please supply the school with your current email address. A termly 'Parent Curriculum Information' sheet, produced by the teachers is sent home in hard copy. This explains the topics being covered in your child's class. A yearbook (DVD) containing children's photographs and work is also distributed at the end of the academic year. Please also visit the website at [www.stjohn.ac.th/International](http://www.stjohn.ac.th/International).

Parents are also welcome to attend coffee mornings when held within the school. This allows individuals to raise whole school issues with the Head teacher. It allows parents to make constructive comments towards the schools development and have questions answered.

You may wish to involve yourself in the Parents, Teachers and Friend's of St. John's (PTA). This is run by the parents, with the aim being to organising events that bring the children, teachers, parents and community together.

Parents are regularly invited into the school. Classes take it in turn to perform an assembly on a Friday afternoon and Key Stages put on a Production for the parents once a year. Thai festivals are celebrated, musical concerts are performed and a book week is organised every year. Termly visits are made by book companies to encourage the children to discover the joy that can be gained from reading. The PE department every year runs swimming Galas and Sports Days with parents often being asked to join in!

## What Your Child Should Bring to School

Please make sure that your child....

- Has their name on everything. Lost property can be found in a cupboard outside the activity hall or in the nurse's room.
- Does not bring toy guns or expensive electronic games or pets to school.
- Does not keep medicines in their pockets, they should be delivered to the nurse's room.
- Does not have a lot of money, sweets, snacks or drinks (water excluded).
- Is aware that they should not be selling or buying things off other children.
- Brings a toy or game for playtime that is pocket size.

## Security and Safety Reminders

We constantly have the safety of your children in mind and would like you to help us maintain this.

- Please use the middle or end stairs of the school; please do not use the walk ways.
- During the day please show your school Parent ID card or register with the security guard who will give you a security pass before coming up to classes.
- If you wish to take your child out of class in the middle of the day inform the teacher or Head of Primary. Slips for this can be obtained from the office.
- Children are not allowed in the lift even when accompanied by an adult. Permission from the Head of Primary can be gained if your child is physically unable to climb the stairs.
- Please do not wait around in the school during the day or visit your children at playtime.
- If you change address or phone numbers inform the primary office immediately.

Smoking is not permitted on the school campus.

## Our Curriculum

The Foundation Stage and English National Curriculum and related strategies are followed within the school. We endeavour to deliver these along with a small Thai curriculum taking into consideration each child's individual needs.

### What Is The Foundation Stage?

Children in the Nursery and Reception follow a curriculum document that states early learning educational goals. The document is split into six areas.

- personal, social and emotional
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

For each area there are a number of goals that the teacher aims for the child to achieve. The children develop through stepping-stones that allow them to progress to a final goal. Children are taught in whole class and group situations. Play is a very important part of Early Years education however children are not able to differentiate between what we define as play and work at this early age. Very low child to adult ratios are maintained so that in group activities there is a lot of input and supervision. When the children approach the end of reception they are prepared for Key Stage One by introducing a more formal style of teaching through the Literacy and Numeracy strategies (see below). We have a new purpose built play area for our foundation stage children use and a more demanding for our older primary children.

### **How are my child's individual needs evaluated?**

Children are assessed continually as they work. Teachers make notes on their progress and development in all their work. However on arrival at the school and at particular times of the year they are given baseline assessments. Teachers will discuss these with you at parent meetings so that you can be involved in the education process.

### **What Is the National Curriculum?**

The National Curriculum is a book that provides educational guidelines that are followed by the teachers of Years 1-6. These are split into 10 main areas.

#### English

Speaking and Listening – communication, discussion, drama, role play, turn taking, conversation

Reading – phonics (letter sounds), comprehension, sight vocabulary, exploration of fiction and non fiction, poetry, stories, rhymes and songs.

Writing – planning, story writing, handwriting and presentation, punctuation, spelling.

#### Maths

Number – counting, number patterns, calculations, mental arithmetic, problem solving.

Shape, space and measure – 2D & 3D shape names and properties, rotation and reflection, weight, length, volume, time.

Handling Data – interpreting and building charts and graphs, examining probability.

#### Science

Investigation – planning experiments, handling scientific equipment, collecting data, making graphs and drawing conclusions.

Life and Living Processes – humans, feeding and growing, plants, animals, ecosystems, habitats, life cycles, classification into groups.

Materials and their Properties – everyday materials around the home, how they change when heated, cooled or mixed, manmade or natural, solids, liquids or gases, reversible and irreversible reactions, insulators, magnetism

Physical Processes – electricity, circuits, forces, motion, light and sound, earth, moon and sun.

#### Design and Technology

Planning and designing, building and using equipment, evaluating the final product.

### Information and Communication Technology

Using a computer for word processing, spreadsheets, control, internet, email, educational games and CD roms

### History

Skills - understanding timelines, enquiring into and investigating historical events, people in the past, changes in society, impact of history on our lives.

Topics explored include ourselves, transport, Romans, Greeks, Egyptians, WWII.

### Geography

Mapping skills, our environment, fieldwork, describing and comparing places, climates, human influence on the environment, rivers.

### Art and Design

Observation, use of various art materials tools and techniques, knowledge of famous artists, culture and traditions.

### Music

Singing, playing, composing, appraising, listening.

### PE

Skills in control, balance, dance, games, gymnastics, swimming, athletics, outdoor and adventure activities.

### Modern Foreign Languages

Mandarin is taught in Years 3-6.

### R.E.

Stories and themes form the five major religions as well as moral issues

### **How Is English Taught?**

English is taught through the Literacy Strategy as implemented in England. Five hours a week are spent following this teaching method.

English is delivered through out the curriculum to the children giving them practice and guidance in speaking and listening, extended writing, hand writing, reading and comprehension.

### **How is Maths Taught?**

The Numeracy Strategy adopted by English schools gives a five-hour program of study that the children work through to develop their computational and problem solving skills. Additional Maths is also given such as learning of timetables and investigations.

### **How are other subjects taught?**

Each year group gets set topics to explore within the other curriculum areas. These will include studies on Greeks, Romans, Egyptians, WWII, transport, rivers, local environments, weather, earth and space, forces, materials, ourselves and many more as they progress through the school. Computers are used throughout these topics as well as having its own curriculum to develop ICT skills.

### **What subjects are taught out of the classroom?**

Specialist teachers teach PE and swimming each once a week. It is important that the children bring their PE kits on swimming day as well as their costume and towel in case there is a storm. The school cap is part of the PE kit and should be worn as this protects the children from the harmful rays of the sun. On these days you may also wish to put sun cream on your child.

A specialist teacher also teaches music and there are opportunities for your child to take instrumental and singing lessons. Mandarin is taught to Year 3 - 6 in a separate Mandarin classroom.

### **How is the Thai curriculum delivered?**

Children have 5 lessons of Thai Language, Culture and Dance every week. Those that are non-Thai speakers attend Thai as an Additional Language (TAL) lessons that are aimed to teach them Thai that can be used to help them communicate with friends and integrate into Thai society. Children may attend additional lessons after school. The structure of these lessons aims to mirror that of the lessons in mainstream classes.

### **What about moral education?**

Personal and social education is constantly reinforced in the classroom. We would be grateful if you could encourage your children to maintain their own customs where appropriate. Although St John's is a Catholic school we do not give concentrated Christian based teaching. We do however teach the children about the main religions of the world so that they can empathise with people on their travels or in their community. If parents wish, their children may go to Catholicism lessons after school. We have a behaviour policy within the school that is related to children's social development. This rewards the children with merits and certificates whilst also dealing with unacceptable behaviour through consequences.

### **When are the children expected to speak English?**

Children are expected to speak English whenever possible in the school building, except in Thai classrooms. In the playground and dining room children are given freedom of choice so that their social development is not impeded. Children in these cases switch from one language to another dependent on the company they are keeping.

### **How is English as an Additional Language (EAL) support provided?**

Students who are non-native speakers of English receive EAL support. On entering the school new students are assessed and given an approximate EAL level. These levels are: New to English, Beginning in English, Elementary and Pre-intermediate. Students in the first three levels receive specialist EAL support. Every term the children are re-assessed in order to determine how much progress they have made.

EAL teachers support EAL children in the Literacy hour and in other subjects such as Numeracy, Science and Reading Comprehension. The support may be in-class or out of class, whichever is most suitable for those children in that particular lesson. The programme is very flexible and is designed to cater to student's needs. A small fee is charged in KS2 if a student receives EAL support from a specialist teacher.

Once children have reached Pre-Intermediate level they are fully immersed in the mainstream classes. However, the EAL teacher and class teachers plan lessons together, in order to highlight language needs. This enables all children to develop

their language skills and have full access to the curriculum. Class teachers have regular training sessions on relevant EAL topics and language learning issues.

## **Learning in a second-language environment**

### **What does it feel like to learn in a new language?**

Sometimes when new students come to the school they have very little English. Although students receive specialist EAL support it can still be difficult for them studying in a new language. Students may feel tired at the end of the day, as they have to concentrate very hard at school. They may also feel frustrated or disheartened, especially if they were high achievers at school in their first language.

This is completely normal. Parental support and encouragement is very important in these early stages. Children progress at different rates, but soon they will be making progress in their second language.

In the early stages of language learning it is normal for young children to go through a 'silent' period, to copy single words that the teacher says or to develop phrases that they can adapt for many uses. There is no need to worry if your child is not speaking English straight away. Your child will start to produce language when he or she is ready. They may be trying to listen and understand first.

### **How important is it to develop the first language?**

It is very important for children learning in a second language environment to continue the development of their first language. This has enormous benefits in the development of both their cognitive and their linguistic proficiency. They can transfer skills and knowledge learned in their first language over to their second language.

## **Assessment and Differentiation**

### **How are children's individual needs met?**

Work is differentiated where appropriate for the children. Groups are organised within the classroom to allow for children to be given the correct level of work or adult support. Assistants and Language Support teachers are used to guide groups under the classroom teacher's direction that allows for low student to teacher ratios. English as an Additional Language (EAL) teachers are also available to provide concentrated teaching to children who are just beginning language acquisition. The Special Educational Needs (SEN) department supports children that have been identified as needing a little or long term one to one guidance.

### **How is assessment carried out?**

The children are assessed continually through the work they are doing every day. Marking is carried out which informs the teacher of areas that need to be developed. Individual goals are set for each child on cards within the classroom. Records are kept of achievements on a termly basis and tests are given throughout the year. In June National Curriculum Test (NCTs) are administered in Maths and English for Years 2 to 6. These are statutory in years two and six. The results are reported to the parents in levels (see below). Teachers use the levels to predict individual targets, identify areas for development in the child and raise standards across the school.

### How are results published and what do they mean?

Individual children's results are given in levels on reports and whole school results are published at the end of the academic year. The 'Level Descriptors' are general descriptions of knowledge and skills for each subject placed in order and found at the back of the NC. Below is a table to show how children are expected to progress through these levels. Obviously children will progress at different rates relating to their individual abilities and language acquisition. They will also spend time consolidating information and therefore progression through levels is not smooth. As the levels increase there is more content to be covered and achieved in each attainment target.

Expected Levels of Attainment Achieved In England

Level	W	1	2	3	4	5
Year 1	Yellow	Blue	Blue	Blue	Yellow	Yellow
Year 2		Yellow	Yellow	Blue	Blue	Blue
Year 3			Yellow	Yellow	Blue	Blue
Year 4				Yellow	Yellow	Blue
Year 5					Yellow	Blue
Year 6						Yellow

Working towards or above level for their age

Working at level for age

Parents can help by acting on information given to them about the assessments and areas of focus and by taking an active part in the children's homework. Particularly in Year 6 when examination based materials will be sent home so that children can practice techniques. Comprehension of written materials and problem solving are a large part of these examinations. Continual English practice and reading assists in language development.

### Useful Websites

- [www.stjohn.ac.th/International](http://www.stjohn.ac.th/International) (Our School)
- [www.qca.org.uk](http://www.qca.org.uk) (Assessment, Curriculum and Schemes of Work).
- [www.dfes.gov.uk](http://www.dfes.gov.uk) (National Curriculum and Learning Journey Parent Guides)