



REGENTS' HANDBOOK

EARLY PRIMARY AND PRIMARY



REGENTS
INTERNATIONAL SCHOOL
PATTAYA



Be Ambitious

DEAR PARENTS,

Welcome to Regents. We are very proud of our school. Over 50 nations come together to make it a unique environment to learn and grow. Our staff team work exceptionally hard to make sure your child is offered the very best support.

Your child will experience:

- ★ a happy, secure and purposeful school environment
- ★ a broad and balanced curriculum, with high expectations resulting in rapid progress and high academic standards
- ★ innovative teaching and effective learning
- ★ success for all – be it in the classrooms, on the sports fields, on the stage or in the wider community
- ★ a true partnership between school and home

Working together is essential. We operate an 'Open Door' policy and you are most welcome to contact myself or other staff members if you have any matters you want to discuss.

I look forward to working with you.

Sincerely, Grant

GRANT GILLIES

HEAD OF PRIMARY

Grant.Gillies@regents-pattaya.co.th



GRANT GILLIES, HEAD OF PRIMARY

MISSION STATEMENT

Regents International School Pattaya aims to provide a secure and nurturing co-educational day and boarding environment in which students develop the skills and values necessary to realise their potential and make a positive contribution to society. The school actively fosters academic excellence, international awareness, understanding of environmental issues, enjoyment of challenge, experience of leadership and commitment to the service of others.

PHILOSOPHY AND OBJECTIVES

- 1.** Academic success. To provide an excellent academic education so that each student is able to achieve the highest level of which he or she is capable.
- 2.** Creativity. To encourage creativity, a desire to participate in artistic, dramatic, sporting and other challenges, understanding that participation and personal progress are as important as achievement.
- 3.** Responsible citizens. To develop well rounded citizens, who have the social and personal values which lead to maturity, self-discipline and the acceptance of responsibility for themselves and others.
- 4.** Risk-taking. To learn at the edge of one's comfort zone, developing a willingness to take measured risks, use initiative and value an adventurous spirit.
- 5.** Celebrating diversity. To celebrate the diversity of our community, respect for our host culture and an appreciation of differences in culture, race, gender, language and religion.
- 6.** Building partnerships. To build supportive relationships within school and our wider community. Through these partnerships we learn through service to others, care of our environment and seek to 'make a difference'.
- 7.** Leadership and integrity. To develop the skills of leadership and an understanding of the value of integrity, teamwork and democracy.
- 8.** Active learning. To become active learners, recognizing our own potential to challenge accepted wisdom and contribute to our own life-long learning.
- 9.** Preparation for an international future. To be prepared to make a meaningful contribution to life beyond school, with ability to progress on to higher education or career in any part of the world.

PRIMARY STAFF CONTACT DETAILS

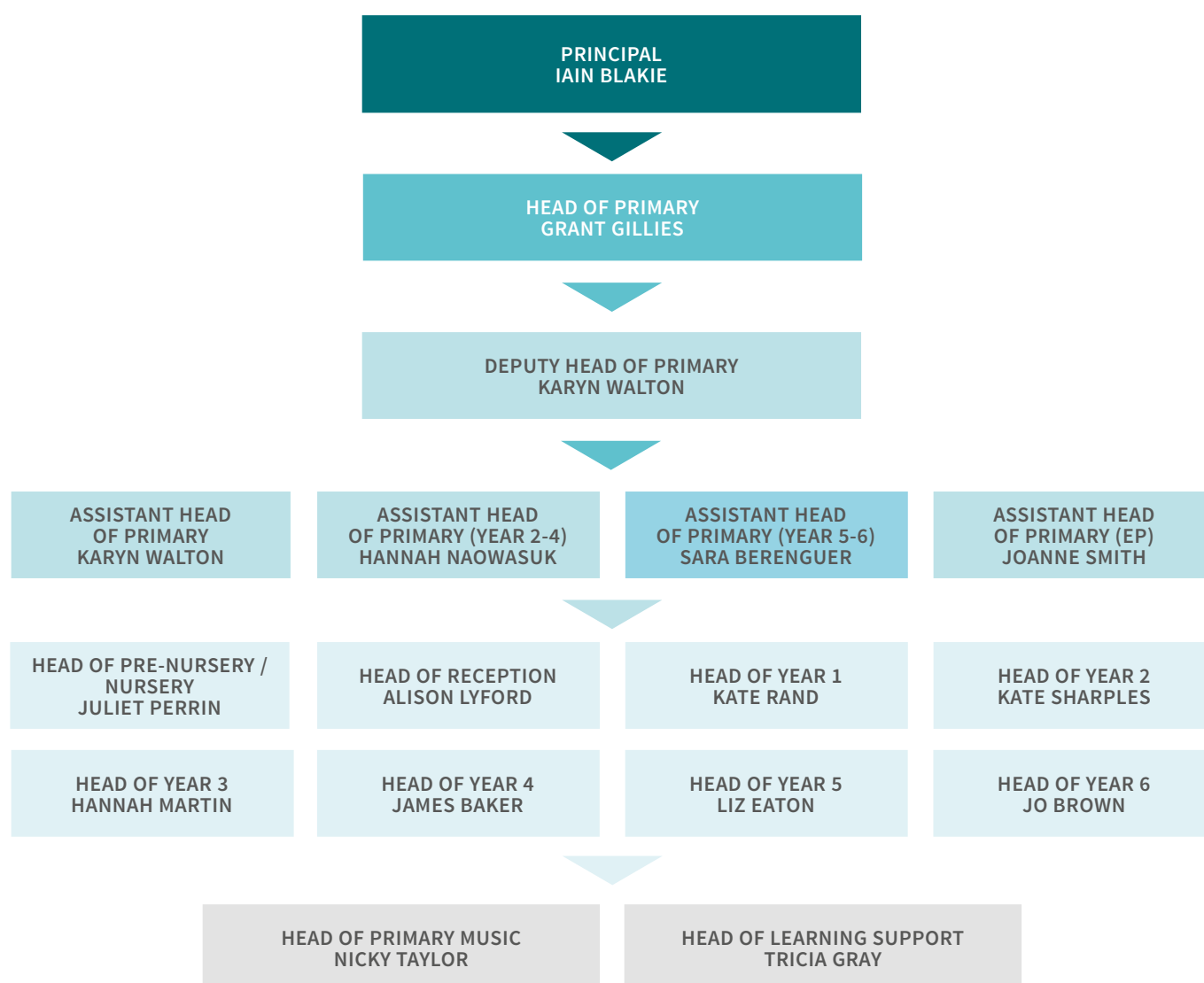
GENERAL ENQUIRIES: TEL: +66 (0) 384 187 77, FAX: + 66 (0) 384 187 78

POSITION	STAFF MEMBER	EXT	SCHOOL EMAIL	MOBILE
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ASSISTANT HEAD OF PRIMARY	JO SMITH	117	JOANN.SMITH@REGENTS-PATTAYA.CO.TH	
ASSISTANT HEAD OF PRIMARY	HANNAH NAOWASUK	503	HANNAH.NAOWASUK@REGENTS-PATTAYA.CO.TH	
ASSISTANT HEAD OF PRIMARY	SARA BERENGUER		SARA.BERENGUER@REGENTS-PATTAYA.CO.TH	
DIRECTOR OF ADMISSIONS & MARKETING	JOANNA KEARNEY		JOANNA.KEARNEY@REGENTS-PATTAYA.CO.TH	
ADMISSIONS MANAGER	IAN STEELE	222	IAN.STEELE@REGENTS-PATTAYA.CO.TH	093 135 7736
SENIOR ADMISSIONS COORDINATOR	NADIA FISHER	223	NADIA.FISHER@REGENTS-PATTAYA.CO.TH	086 341 2587
PA TO HEAD OF PRIMARY	KARNRAVEE(MAY) SUNDARODAKA	501	KARNRAVEE.SUNDARODAKA@REGENTS-PATTAYA.CO.TH	086 341 2589 08:00 – 17:00
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HEAD OF YEAR 1	KATE RAND	-	KATE.RAND@REGENTS-PATTAYA.CO.TH	
HEAD OF YEAR 2	KATE SHARPLES	-	KATE.SHARPLES@REGENTS-PATTAYA.CO.TH	
HEAD OF YEAR 3	HANNAH MARTIN	-	HANNAH.MARTIN@REGENTS-PATTAYA.CO.TH	
HEAD OF YEAR 4	JAMES BAKER	-	JAMES.BAKER@REGENTS-PATTAYA.CO.TH	
HEAD OF YEAR 5	LIZ EATON	-	ELIZABETH.EATON@REGENTS-PATTAYA.CO.TH	
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HEAD OF LEARNING SUPPORT	TRICIA GRAY	149	TRICIA.GRAY@REGENTS-PATTAYA.CO.TH	
CO-CURRICULAR ACTIVITIES, CLUBS AND SATURDAY MORNING SPORTS ACADEMY	ROSLYN MCCONNELL	-	ROSLYN.MCCONNELL@REGENTS-PATTAYA.CO.TH	
HEAD OF THAI	SRIPHAN VIRACHKUL		SRIPHAN.VIRACHKUL@REGENTS-PATTAYA.CO.TH	
HEAD OF MODERN FOREIGN LANGUAGES	KATIE BELSHAW			
DIRECTOR OF SPORT	ROS MCCONNELL	200	ROSLYN.MCCONNELL@REGENTS-PATTAYA.CO.TH	

WHOLE SCHOOL ADMINISTRATIVE STAFF CONTACT DETAILS

DIRECTOR OF OPERATIONS	KIRSTY PAIBOONTANASIN	333	KIRSTY.PAIBOONTANASIN@REGENTS-PATTAYA.CO.TH	081 855 7131
HR MANAGER	KHUN APPLE	554	WORANUD.SUKSAENG@REGENTS-PATTAYA.CO.TH	
HEAD OF BOARDING	STEVE RAND	414	STEVEN.RAND@REGENTS-PATTAYA.CO.TH	081 522 8081
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FINANCE MANAGER	DWYER KELLY	103, 104,106	DWYER.KELLY@REGENTS-PATTAYA.CO.TH	083 079 4005
TRANSPORT DEPARTMENT LIAISON	NISA PIYACHOKKANAKUL	108	NISARAT.PIYACHOKKANAKUL@REGENTS-PATTAYA.CO.TH	086 326 4054

ACADEMIC ORGANISATION OF REGENTS' PRIMARY SCHOOL



ATTENDANCE AND ABSENCE

EXPECTATIONS

Children are expected to attend school on each day that the school is open. A student is expected to arrive on time and attend class for the full day unless otherwise excused. A student who is late for school or leaves early from school, regardless of whether it is excused or not, may disrupt the learning environment for all.

ABSENCES

There are times when a student is unable to attend school. Each parent or legal guardian should inform the school on the day his or her child is absent for all or part of any school day by telephone or email. If a child has been absent for more than a day, on returning to school a letter or note should be given to the teacher explaining the absence. Excusable absences would fall into these categories: Illness, Medical and dental appointments; Court appearance; Death in the family; Observance of a religious holiday; Extenuating circumstances.

If parents know in advance that their child will be absent from school please inform the school in writing. This letter should be addressed to the Head of Primary. We discourage children's absence from school except under extraordinary circumstances.

If parents are taking their child away from school for a period longer than one week the school can not be responsible to set work for that time; however teachers can suggest a number of activities that will help support and maintain children's learning if the absence is prolonged.

Swimming and games are an integral part of the Physical Education programme at Regents and all children are expected to take part in these lessons each week. If for any reason children cannot take part (i.e. they have broken their arm or have a doctor's note) then the class teacher should be informed in writing. In general, if a child can take part in lessons in the classroom they are considered well enough to take part in the Physical Education lessons. If they do not have a written note from a parent they will be expected to join the rest of the class for the lesson.

EXCESSIVE ABSENCES

Excessive absences are those, which cause a student's attendance, at any point during the year, to be much lower than expected. A student who displays a pattern of excessive absences, lateness or early dismissals, will be referred to their Head of Year who shall investigate and recommend appropriate action, including a conference with the parent or guardian.

RELEASE OF STUDENTS

The school shall not release a student during the school day to any person not authorised by the student's parent or legal guardian. The burden of proof that the release is authorised is on the person receiving the student. The adult collecting the child must follow the 'signing out' procedure (see procedure below). Children who normally go home on the school bus will not be allowed to go any other way unless the school has been notified in advance by the parent/ guardian.

FAMILY HOLIDAYS

Absence for family holidays is discouraged

PROCEDURE

The school applies the following procedures in dealing with absences or lateness:

Parents/carers are asked to inform the school either by email or phone if a child is absent.

Every class teacher completes the register at the beginning of the school day on SIMS. If a pupil is not present, and no communication has been received by the class teacher explaining the student's absence, parents will be called by the

school secretary to determine the reason for the student being absent.

When a pupil returns to school after an absence, they should bring a note explaining their absence to their tutor who will amend the SIMS history as appropriate.

Pupils requiring Leave of Absence to take part in examinations (e.g.: Music; ballet etc) or other legitimate educational activities will generally have their absence authorised.

Pupils' attendance figures will be recorded on their Report and monitored by the relevant Head of Year and Assistant Head of Primary.

If a pupil arrives at school after the registration time has finished, they will need to "sign in" at the Primary office and the lateness will be recorded in SIMS.

Parents wishing to take their children out of school for any reason must present themselves at the Primary Office, sign their child out and receive a slip for the security guard.

SCHOOL BUSES

The school provides a comprehensive bus service for its students. Every school bus has an allocated Bus Monitor and it is expected that the children will be polite and cooperative at all times towards the bus driver, the monitor and all children on the bus.

Regulations for students when traveling on the school buses:

- Students should respect and take notice of the Drivers and Bus Monitors at all times.
- Stay seated at all times and keep seatbelts fastened always.
- Eating or drinking is not allowed on the bus. Children are not allowed to visit the Tuck Shop on the way to the school bus after school.
- Fighting, swearing or shouting is not permitted. Any disciplinary problems will be referred to the Head of School by the Transport Manager. In the event that students are causing a disturbance on the bus, the driver will stop at a convenient place until all students are quiet again.
- If the student does not get on the bus in the morning within 5 minutes of the usual arrival time it will be assumed that the student will not be requiring the service that day and the bus will proceed to the next pick up point.
- For Primary students, an adult must be present to receive the student at the drop off point. If an adult is not present, the bus will return the student to school and the parents will be contacted.
- Parents of Primary students should inform the Primary office if their child will be picked up after school on a certain day and will therefore not require the bus on this day.
- Students should make every effort to get on the bus on time, both in the morning and afternoon.

If a child is experiencing any problems when travelling on the school bus they are encouraged to talk to their class teacher or another trusted adult in the Primary school. If any parent has a complaint or concern regarding the behaviour of a child or children on the school bus, please contact your child's class teacher initially.

Parents will be contacted by their child's class teacher or Head of Year if their child has been behaving inappropriately on the school bus. Continued inappropriate behaviour on the school bus may result in a meeting with the Head of School and the child being suspended from school transport for an agreed period of time.

LATE SCHOOL BUS

A 'late bus' is provided for those children whose parents pay for regular school transport to and from school. Late buses operate on Mondays and Thursdays after the Extended Learning Programme has concluded at 4:15 pm. Where a Club operates on a Monday or Thursday children can also take the late bus home if they regularly use school transport.

CONTACTS

If the school bus is running late or has not arrived to collect your child, please contact the Transport Supervisor, Khun Nisa (Thai): 086-3264054 or School Facilities and Services Manager, Khun William (Thai and English) 086-3842554

If there needs to be a change to your child's usual bus transport arrangements please email Khun May: Karnravee.Sundarodaka@regents-pattaya.co.th

EMERGENCIES

In the event of an emergency i.e. the bus has been significantly delayed (longer than 30 minutes), or involved in an accident to or from school, parents will receive a phone call and information from the Transport Department.

COMMUNITY PARTNERS AND SERVICE LEARNING IN PRIMARY

Each Primary Year Group, from Pre-Nursery through to Year 6, is linked with a Community Partner. We believe that our children can learn many things through interacting with and working alongside our many Community Partners:

- learning to relate to, and talk with, people from all walks of life
- remembering to consider the needs of others and to make service to others a natural part of their lives
- understanding that one person can make a difference in the life of others through perhaps small but important actions
- learning to empathise without pity but with purpose and reflection

Children are often taken out of their 'comfort zone' when working and learning with our Community Partners which challenges them personally, socially and intellectually. In this way our children learn to deal successfully with unfamiliar situations or problems, they develop independence and the ability to use their initiative, creative thinking and organisational skills. We believe that the development of these core skills, values and attributes also have a positive impact on each child's level of attainment in the classroom by enabling them to be resilient, resourceful and reflective learners.

All interactions with our Community Partners are carefully planned and overseen by teaching staff, with normal standards of health and safety for school trips applying. Our children sometimes visit the Community Partners' bases as well as inviting Community Partners into our school.

At the beginning of each academic year the students, under the guidance of their teachers, plan their interactions and links with their Community Partner, ensuring meaningful learning opportunities through service and purposeful curriculum integration. As the year progresses, these plans can change to make room for new opportunities and for additional children's initiatives. We welcome parental involvement when working with our Community Partners. If any parent has a particular desire to work with one of the Community Partners above, please see your child's class teacher or the Head of Primary.

We believe that the academic, social and personal learning opportunities generated through our Community Partners programme is a very important and unique part of the curriculum which we provide for the children at Regents International School Pattaya. We celebrate our community partnerships through our bi-weekly newsletters, in assemblies and with special presentations.

PRIMARY COMMUNITY CHEST

Over the course of the academic year we have 3 main events which raise money for our Community Partners:

- Term 1 Mufti and Donation Day · Term 2 Coin Challenge
- Term 3 Spellathon

The funds generated from these events go into our Primary Community Chest. These funds are then used to support our various Community Partners in different ways. For example:

- purchasing medicine for children at the Abundant Life Home
- paying for transportation for children from Baan Koh Phi Phi to visit our school
- purchasing play equipment for the Fountain of Life and Mercy Centre children

Suggestions for how to distribute the Community Chest funds come from staff, parents, students and our Community Partners.

MUFTI AND DONATION DAY

Each year in the first half of Term 1 we hold a Mufti and Donation Day in which all Primary year groups participate. In exchange for children being allowed to come to school in their own clothes, not school uniform, children bring in 1 or 2 small items which will benefit their Year Group's Community Partner. For example, bags of rice and tinned food are donated for the Abundant Life Home, stationary items for Wat Pong school and small items of play equipment for Father Ray. Over the course of the term each year group visits their Community Partner and hands over the collected donations.

EXTENSION AND ENRICHMENT LEARNING OPPORTUNITIES

All children who study at our school are provided with opportunities to extend or enrich their learning opportunities. This might be in one particular subject area, cross-curricular or as a global citizen. As a school we ensure these opportunities are identified and provided for effectively. Some opportunities are open to and available for all children who are interested to participate in; others have a limited participation requirement and on these occasions children are selected based on levels of attainment in class or expressed interest. Parents are always informed as and when appropriate.

Examples of extension and enrichment opportunities that exist at Regents include:

- internal competitions including writing competitions, poetry recitals, art exhibitions public speaking and mental maths quizzes
- National competitions in Mathematics and English
- International competitions in Mathematics, English and PE
- November Novel Writing month: an opportunity to write then publish a novel
- Local Cluster Days: major international schools in the Eastern Seaboard provide days based on English, Mathematics, Science and Thinking Skills
- National Cluster Days: major international schools in Thailand provide days based on Reading, Forensic Science, Mathematics, Leadership and Design Technology
- Extended Learning Programme and Clubs: an opportunity to enrich areas of interest such as sport, drama, art, service projects, photography, ICT and crafts
- Global Citizenship: all children are guided in the keeping a diary to self-reflect on opportunities encompassing;
 - Learning to know... personal confidence, how to facilitate debate, academic achievement and to speak more than one language

- Learning to be... a team player, innovative and proactive, a public speaker, challenged and to have a sense of personal adventure.
- Learning to do... personal target setting, expressing the artist inside you, business and social enterprise and self-reflection.
- Learning to live together... community partnerships, sustainably aware of the environment, community service and culturally aware and interactive.
- The Global Classroom: as part of the Nord Anglia Education Group all children in KS2 are encouraged to participate in the online Global Classroom. Opportunities include:
 - Discussion, debate, problem solving, being creative
 - Primary Global Community: develop attitudes and skills that lead to high achievement and self-reflection: being open minded, embracing new ideas and perspectives, building convincing arguments and defending them to others, collaborating and helping others to learn
 - Explore: ‘Digging up the Past,’ ‘Maths Playground,’ Debating Zone,’ ‘Book Club,’ ‘Global Matters’ and ‘I-Stream.’

CO-CURRICULAR ACTIVITIES (CCA)

When: Monday and Thursday throughout the school year. What time: 3.15pm to 4.20 pm.

For whom: Key Stage 2 children.

Who is the CCACoordinator? Mrs Roslyn McConnell: roslyn.mcconnell@regents-pattaya.co.th

CCA are not compulsory and children do not have to participate in the programme at all. However, if children would like to participate, they can do so as follows:

Year 3: one Activity per week

Years 4, 5 and 6: 1 or 2 Activities per week

Sign up: Children can select and sign up for the CCA through Moodle. At the start of each term children are shown how to do this during class and Computing time. Parents are also offered workshops on Moodle so they can adequately support their child in its use.

THE BENEFITS

We encourage children to take part in the CCA so they can make the most of their time at school and the range of learning opportunities it has to offer outside of the regular teaching hours. Children develop their social skills during the CCA time and it is a great way for them to broaden their social circle beyond their class and year group. In addition, children have the chance to challenge themselves and take risks in a safe environment through learning or developing a new skill.

ROUND SQUARE

“Challenge yourself to become creative, be active, and take part in service”

This is our whole school CCA motto and we very much look forward to parents supporting their children in achieving this. The activities on offer all target one or more of these three important areas of personal development and we are encouraging students to choose activities that hit all three throughout the academic year. This complements the school’s holistic approach to education based upon the 6 Round Square IDEALS.

Children will have the opportunity to choose activities each term and the activity they choose will last for the duration of that term.

COMMUNITY SERVICE

We have very strong links with our Primary Community Partners and we make sure that our CCA programme is well utilised to strengthen and extend these links. A Community Service Project CCA could involve the student going off campus each week to work at the Community Partner site e.g. gardening at the Mercy Centre. It may involve the student preparing on campus e.g. making games or resources for the Blind School, rehearsing a play or song for the Elderly Persons Home, and then travelling to the Community Partner site every 4 weeks or so to present finished products or perform a musical or dramatic item.

CLOTHING

All children involved in an activity are expected to change their clothes at the end of the school day so that they are more appropriately dressed. This usually means wearing shorts, trousers etc and a T shirt. If the children are involved in a sporting activity then the appropriate footwear should also be worn. School PE kit can also be worn but parents should note that activities can get messy. If the children are inappropriately dressed for the activity they will not be allowed to take part.

TRANSPORT HOME

Children participating in the CCA can either be picked up by parents / carers at 4:15 or take a late bus home, if they normally use school transport.

CCA DATES FOR 2016-2017

	TERM 1	TERM 2	TERM 3
START	Mon 05.09.16 (Term 1 Week 3)	Mon 16.01.17 (Term 2 Week 2)	Tue 02.05.17 (Term 3 Week2) (Mon 01.05.17: school holiday)
FINISH	Thu 01.12.16 (Term 1 Week15)	Thu 30.03.17 (Term 2 Week 12)	Thu 08.06.17 (Term 3 Week 7)

CLUBS

In addition to the CCA, a range of Clubs are also offered on different days after school in which the children can participate if they are interested. These Clubs are run by non-Regents adults and attract additional costs. Separate information about each Club is sent to parents at the appropriate time. Clubs may include: Yoga, Football coaching, Kung Fu, Tae Kwan Do, Ballet etc. Queries regarding Clubs should also be directed to Mrs Roslyn McConnell, as above.

PRIMARY SCHOOL CURRICULUM STATEMENT

“School systems should base their curriculum not on the idea of separate subjects, but on the much more fertile idea of disciplines... which makes possible a fluid and dynamic curriculum that is interdisciplinary”. Ken Robinson.

The curriculum within the Primary school includes not only the formal requirements of the English National Curriculum but also a broad and varied range of extra- curricular activities and ‘Extended learning programs’ which the school organises in order to enrich the experiences and learning opportunities of our students. We aim to teach our pupils how to grow into positive, responsible individuals, whilst working in an environment that recognises their unlimited potential to develop and succeed. We aim to produce pupils who can work and co-operate, and thereby effectively communicate with each other, while developing knowledge and skills, within a safe and caring environment.

The Regents Primary School curriculum is underpinned by the educational objectives outlined in the ‘New National Curriculum’, (published in the UK in 2013), on which it is based. In addition:

We recognise that all children can achieve great things when they are: exposed to outstanding teaching; are highly motivated; and when they are prepared to work hard. Within our curriculum all pupils are encouraged to be ambitious, to push themselves and to develop confidence in their own abilities.

Such attributes and concepts as democracy, fairness, service, internationalism, risk taking, self-development, reflection and goal-setting are all recognised and celebrated throughout the Primary school. Children are strongly encouraged to regularly access and make contributions towards Nord Anglia Education's, (NAE), 'The Global Campus' website in a variety of areas. This is a way of linking literally tens of thousands of students worldwide who belong to NAE's ever growing group of schools. Participation in discussions, debates, analysis of current and local news affairs, and common assignments all help to add depth and variety to our pupils' education as well as allowing them to effectively communicate with each other.

In order to deliver a stimulating curriculum we expose all our pupils to a great variety of curriculum trips, educational visits and community partner links. These experiences effectively help our pupils in many practical ways:

- Develop students' independence, self-reliance and self-confidence.
- Pupils gain a first-hand understanding and empathy for those less fortunate than themselves.
- They promote a wide range of friendship groups.
- Develop children's ability to meet different challenges in a positive and resilient way.
- To take children out of their 'comfort-zone' in a safe and carefully monitored environment.
- To provide real-life, practical and fun learning experiences that cannot be replicated in a classroom setting and which link directly to curriculum content.

The curriculum we use and the overall education we offer our pupils is also a route to: equality of opportunity for all; a healthy and just democracy; and a productive economy that incorporates sustainable development. Education should reflect the enduring values that contribute to that end, including valuing and respecting ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

The education and curriculum we offer our students must enable them to respond positively to the opportunities and challenges of the rapidly changing world in which they live and work. Individuals need to be prepared to engage with economic, social and cultural change including continued globalisation, and the rapid expansion of communication technologies.

Our curriculum is therefore:

- Broad, balanced and rich: a broad, balanced and rich curricular experience is one that fosters learning across all areas and which responds to all facets of a person's development and intelligences.
- Creative and communicative: creativity is embedded in the curriculum, encouraging our children to become resourceful, responsive and resilient learners in our constantly changing world; we encourage our pupils to work cooperatively
- Challenging and individual: the curriculum and its delivery are flexible, responding to individual needs and building upon prior learning for each and every child. This is essential to ensure that all are motivated by their learning experiences.
- International: we seek opportunities to celebrate and embrace our unique context and international perspective.

"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child". Carl Jung

DISSEMINATION OF CURRICULUM INFORMATION TO PARENTS

WHAT?	WHEN?	WHY?
Meet the Teachers	In the 1st week of the academic year	At this time parents meet their child's teacher and receive an information booklet which outlines what that year group will be learning during the year. The Term 1 topics are outlined as is general information regarding English, Mathematics, Science and Home Learning.
Year Group Yearly Information	At the beginning of each term	A copy of the Long Term Plan (LTP) will be posted onto Moodle. The LTP gives the parents an opportunity to see at a glance what units of work will be covered by the children in all academic subjects.
Primary Newsletter	to be confirmed	We take pride in our newsletters and are currently working on a new and comprehensive version of an already outstanding presentation of our school.
Curriculum Information Presentations	At various times throughout the year	The timings of presentations are varied so that as many parents as possible are able to attend and benefit from the highly informative sessions. Plenty of advance notice is given to parents regarding the timing and focus of the presentations through the Primary Newsletter.
Curriculum Focus Days / Weeks	At regular intervals over the course of the academic year	There are times during the academic year when we focus for an afternoon a day or a week on one particular area of the curriculum, for example, Mathematics and Science Days, International Day, Literacy week etc. These days are an innovative, interactive and interesting experience for both parents and children as learning is shared and parents gain an additional perspective and greater understanding of our approach to learning and teaching.
Year Group Weekly Contact sheets	Friday of each school week	Information regarding the English, Mathematics and Science/Topic focus for the coming week is sent to parents each Friday afternoon on the Weekly Contact Sheet. Notes regarding special events, upcoming trips and requests to parents are also recorded here. Weekly Contact Sheets are posted onto Moodle each week. In the case of EY the weekly contact sheets are posted on the class blog.

Please note: We make frequent use of emails with which to communicate with parents. It is therefore important to make sure that the Primary Office has an accurate record of parents' email addresses. If parents change their email address we ask that the Primary Office is informed of these important changes immediately so that efficient communication can continue.

CLASS PLACEMENT RATIONALE

Which year group and class will my child be placed in?

When a child starts at our school, they are placed in the year group appropriate for their age. The actual class in the year group in which the child is placed will depend on the numbers in each class and other factors such as those outlined below. We endeavour to place each child in the class where they will be most happy and secure.

Can a child be placed in a year group above or below their chronological age?

As a school we firmly believe that children learn best when placed in their correct chronological age group and this is the school's policy. In exceptional circumstances, the school may recommend to parents that a child be placed in a year group different to that of the child's chronological age. When making any decisions about year group placement, a child's personal and social, physical and academic development are all taken into consideration.

If parents have any queries or questions about the above policy they should contact the Head of Primary.

Are classes re-grouped each academic year?

In the Primary school it is necessary to re-group our classes each academic year due to the size of the school and the nature of the groupings which develop during the course of each academic year. Our school has a constant enrolment policy; as a result we take in children throughout the year placing them in classes where places are available. By the end of an academic year, with children joining and leaving the class, class demographics can become quite unbalanced.

Therefore, rather than move a class to the next year level as a whole group, we choose to re-group our classes prior to the beginning of each academic year. This ensures that each class starts the academic year with a balanced student profile.

What criteria do staff use to determine the new class groupings?

Towards the end of Term 3 new class lists are made with the following criteria in mind:

gender / nationalities / National Curriculum attainment levels / EAL – levels of English / Learning Support needs / friendship groups

Can parents request a particular teacher or friendship grouping for their child?

Naturally parents have an interest in the class in which their child will be placed and some will feel strongly about having a voice in the selection of their child's class. However, there are many considerations that need to be made in order to create successful class groups, no matter who the teacher is. As teachers we have an understanding of how complex a 'balancing act' this can be. For example, friendships should be looked at positively and reflectively; are they conducive to children's learning? Does a dominant friend limit a peer's ability to reach their true potential?

As the teachers compile the balanced class lists, they will, where possible and appropriate, factor in parent input as well as their own sense of which teacher would be a good match with a given student. Balanced classes are the first priority, however, and much consultation between all relevant teachers and Heads of Year takes place prior to confirming the final class groups.

When do parents find out about the new class groupings and teachers?

Prior to the end of Term 3 parents will receive an email from their child's current class teacher with information about:

- their child's new class
- their child's teacher and teaching assistant
- the names of a few friends of their child in the class · Term 1 topics of study

The morning of the second last day of the school year is our Transition Morning. During this time children will visit their

new classroom, in their new class group and, where possible, meet their new teacher.

The Head of Primary reviews all class lists and any parental concerns regarding a child's class placement should be directed to her.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

If your child does not have English as their mother tongue, then you will find this document useful as it explains how the Primary EAL Department supports your child with learning English.

WHAT IS EAL?

E.A.L. means 'English as an Additional Language'. EAL students generally have one or more parents who do not speak English at home and have been assessed by the EAL Department as needing additional, specialist EAL support with their English.

WHO ARE OUR STUDENTS?

We take pride in the fact that many of our international students are bilingual or even multilingual. For these students, English is an 'additional' language and they may be received by the School at any time throughout the school year. Some are immediately able to cope successfully within the mainstream classroom, both socially and academically. Others students however, may be:

- Beginners in English and new to the English Curriculum.
- Students who are not yet fluent enough in English to allow them to cope in the mainstream English curriculum without additional specialist language support.
- Students who need help with one or more specific skills essential for ongoing academic success in school, for example skills in speaking or writing fluently.

WHAT SUPPORT DO WE PROVIDE?

The EAL Department provides two levels of support: 'Intensive plus' Support and 'Transitional' Support. Both of these kinds of support involve additional costs to cover the specialist tuition that EAL students require. Details of the costs are available from the school's website.

INTENSIVE PLUS EAL SUPPORT (KS2 ONLY)

Students on 'Intensive plus' Support are generally beginners in English who are not yet able to follow the mainstream Curriculum without mediation. These students are withdrawn every day for English language, Science and Topic (History and Geography) lessons to a separate classroom and taught by a specialist EAL Teacher. These classes are generally smaller than mainstream classes to enable EAL Teachers to provide more individualised support. Teachers provide intensive language development along with age- appropriate subject content at a more appropriate pace with the aim of each EAL student joining the mainstream class as rapidly as possible.

TRANSITIONAL SUPPORT (KS1 AND KS2)

Students who have been assessed as requiring Transitional Support are able to attend the mainstream English lessons but may still require some specialist support with grammar or vocabulary. During English lessons EAL teachers support small groups students in class and 'scaffold' their learning in order to allow them to access the mainstream Curriculum. If they require it, students on 'Transitional' support may also receive specialist EAL support during other subjects, such as Guided Reading, Numeracy and Topic.

HOW LONG DO STUDENTS CONTINUE TO RECEIVE EAL SUPPORT?

All students receiving EAL support are regularly assessed and their EAL status is reviewed by the Head of Primary EAL on a termly basis. Students are encouraged to make progress and all are encouraged to move into the mainstream when they are ready. When a student's EAL status is reviewed, this is done in consultation with the parents, EAL Teachers and Class Teachers. Students continue to be monitored by the EAL Department after leaving the EAL programme and their progress regularly reviewed. If an individual student is making less than expected progress we may consider an additional assessment from the Learning Support Department.

HOW DO WE ASSESS OUR STUDENTS?

We assess all students upon entry in the areas of Speaking & Listening, Reading and Writing. We assess according to English National Curriculum standards in Literacy and also use Regents EAL stage levels to determine progress.

WHO ARE THE EAL DEPARTMENT?

We have an experienced and motivated team of eight specialist EAL teachers and two Teaching Assistants.

Photographs and further details about these teachers are available on the school website. We are happy for parents to contact us at any time if parents would like discuss their child's progress and will meet parents formally at the end of each term to discuss EAL reports and general progress. If parents wish to make an appointment to meet their child's EAL Teacher, please write a note in your child's Home Learning Journal, or send an e-mail. If parents have any general enquiries or feedback please contact the Head of Primary EAL, Mrs Sara Berenguer, sara.berenguer@regents- pattaya. co.th

LEARNING SUPPORT SERVICES

Regents International School is proud to be an inclusive school. We recognise that children are individuals who learn in different ways and for a variety of reasons it may sometimes be necessary to provide some type of intervention.

Children requiring support are identified in different ways; some are referred for assessment by their class teacher who has noticed difficulties with regular class work; others may be referred by one of the specialist teachers (eg music, MFL, ICT, PE or EAL); while some children are referred by their parents who have noticed that their child experiences difficulties with some aspects of learning. Children, who meet our criteria and move to Regent's International School with a learning difficulty already identified, will be added to the Learning Support register and provision will be made to support these children. The school asks that copies of previous reports, IEPs and assessments be given to the school at the point of enquiry in order that we may use appropriate assessments to determine needs.

When a child is referred to the Learning Support Department appropriate assessments are completed which include information from the class teacher and parents. The results of these assessments are discussed with parents and 'next steps' are identified. If the child comes into the Learning Support Programme they will be seen by an LS teacher for a prescribed minimum number of lessons/ sessions per week. This is a service that requires additional payment. Individual Educational Plans (IEPs) and/or targets are compiled by the LS teacher in consultation with the class teacher and any other specialists. IEPs/Targets are shared with all teaching staff and parents and are reviewed at the end of each term when new targets may be set. It is always our aim to reintegrate children back into mainstream class when they are ready.

Children with identified difficulties will also be entitled to special arrangements for all examinations; this can be extra time or a reader, or possibly the use of a laptop or an amanuensis. The appropriate special arrangements are determined by the results of Learning Support assessments.

INTERVENTION AND SUPPORT

Children can often need specific interventions to help them catch up; we call this Early Intervention and a range of short

30-minute booster groups are injected throughout the school week to provide a fast-track to success. This is called Transitional Support.

Often children will be supported in the mainstream classroom, by a member of the Learning support team who is able to help them focus on the activity and who may use different methods to help the child understand the concepts being taught. They may also help with recording what is being learnt in a different way to the other children in the class and they may also teach students how to use technology to help their learning. This type of support is called Half Support.

Another option we offer is withdrawal lessons where children will be taught daily English or maths lessons with a similar content to the main class lesson but in a small group and in a quiet, calm, bespoke environment where it is easier to focus attention. This is called Full Support.

Very occasionally, children will have a specific learning disability that requires 1:1 support. This arrangement is funded entirely by the parent with additional Transitional Support required. This is always by arrangement with the school.

Children who are currently on the Learning Support Register have a variety of difficulties ranging from poor short term memory or concentration issues, to more diagnosable conditions such as High Functioning Autism and Asperger's syndrome. We recognise and put appropriate intervention in place for dyslexic tendencies, dyscalculia or dyspraxia (Sensory Integration), and also Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). Some children experience either receptive or expressive language difficulties and we work closely with Speech and Language therapists to integrate therapy and continue programmes in school.

In certain cases the school will make recommendations that the child should have a referral to an outside agency such as an Educational Psychologist, Pediatrician, Child Psychiatrist, Occupational Therapist or Speech and Language Therapist. These are independent professionals who make assessments and give reports which are valuable in helping to draw up a scheme of work to benefit to the children. Parents will have to pay extra for this service.

MODERN FOREIGN LANGUAGES AND THAI LESSONS

ORGANISATION OF MODERN FOREIGN LANGUAGES (MFL)

Year 3: children study a term each of French, Spanish and Mandarin.

Years 4, 5 and 6: at the end of Year 3, or as children enter the school in Years 4 and 5 and 6, children must select which language they would like to study for the remainder of their time in Primary. Children can choose between French, Spanish and Mandarin.

Children studying MFL will receive 2 x 40 minute lessons of their chosen language each week with a language specialist teacher.

EAL CHILDREN

Children who receive Intensive + EAL support will not take MFL; instead they will have extra English lessons with a member of the EAL team. Once a student has moved to Transitional EAL support, he / she will then be invited join a MFL class.

THAI LAW

In accordance with Thai law, all children of Thai nationality must study 4 periods of Thai language from Y3 upwards, and 3 lessons in Y2. This prevents children with Thai nationality from being able to study a modern foreign language as the MFL lessons take place when the Thai children are attending their compulsory Thai lessons.

Children who have mixed Thai nationality e.g. Thai / English, Thai / German, can choose whether they wish to follow the Thai for Thai language course or the Thai for Foreigners language course. If a child opts for the Thai for Thai language course, they will not be able to study an MFL. Parents for whom this is relevant should clarify with their child's class

teacher which Thai language course they would like their child to pursue.

Non-Thai children, in accordance with Thai law, must also learn Thai whilst being educated at an International school in Thailand. Non-Thai children must study Thai Language and Culture from Reception upwards. Children from Y1 upwards receive 2 x 40 minute lessons of Thai per week.

HOME LEARNING EXPECTATIONS

In Primary we refer to Home Learning, rather than homework, as we like to emphasise our philosophy that learning does not just stop at the end of a school day.

As a staff we believe that the best home learning enables students to:

- work independently
- Increase reading fluency and engagement
- revise and embed key knowledge and skills

ROLES AND RESPONSIBILITIES

Students:

- use information on Moodle to be aware of the weekly home learning expectations
- complete the set home learning tasks each week to the best of their ability
- let their class teacher know if they are unsure about home learning or are having any difficulties

Staff:

- plan weekly home learning tasks as a year group and include details on each year group's Weekly Contact Sheet on Moodle
- mark and return home learning as agreed
- communicate with parents of children not completing home learning
- be available to speak with parents and children regarding any difficulties with home learning

Parents:

- ensure children have suitable access to computers / mobile device to allow them to follow the weekly home learning tasks
- ensure children read nightly for a least the minimum recommended time, encouraging engagement with a range of genres and authors
- ensure that regular home learning time is created on week nights / weekends
- contact the class teacher if children are struggling to meet the home learning expectations

Home learning takes the form of the following tasks:

Reading: Ideally every day / night; at a minimum 5 times per week. Older Primary students are asked to record their own reading achievements in their Reading Journals. For younger students, parents are asked to complete this task for them.

Phonics/Spelling: Weekly practice of words which may include: high frequency words, spelling patterns, topic- related vocabulary, synonyms, etc

English: Specific tasks designed to target relevant skills in reading, writing or speaking and listening.

Maths: Children complete set tasks using the online maths system, MyiMaths www.myimaths.com. Parents, teachers and students can monitor progress and achievement through this online programme.

Science: Tasks set are aimed to firmly embed curriculum knowledge already covered in class, progressing to revision tasks for our older Primary students to promote rapid recall of scientific facts, concepts and investigative skills.

COMMUNICATION WITH PARENTS

LEARNING JOURNEYS: EARLY PRIMARY (PRE- NURSERY – YEAR 1)

Learning Journeys record the development of the whole child, both at home and at school, through words and pictures.

Interactive Learning Diaries (ILDs) software is used to create an individual online Learning Journey for each child.

Parents have access to their child's digital Learning Journey and can add information, videos photos themselves.

Instructions on how to access ILDs are given to parents in a workshop at the beginning of term and from the class teacher in the first week of each term.

WEEKLY COMMUNICATION

Monday Morning Memo: a brief emailed communication highlighting important timely information for the parents

Friday Update: an emailed communication with whole school reminders and information.

Class blog (PN – Year1) updated weekly to provide parents with information about the current and future learning of their child's class and year group.

Reading Journals: a weekly comment written by the class teacher about the child's week as well as a means to communicate messages between home and school pertinent to each child as required Weekly Contact Sheets (Year 2 – 6): a document accessed through Moodle, our Virtual Learning Environment (VLE), which outlines the planned learning opportunities in each year group for the coming week plus an overview of the home learning set for that week.

PARENTAL INVOLVEMENT

Parents are very welcome in our school. The following are some ways in which parents may like to be involved:

- Assisting with reading or numeracy tasks
- Attending workshops or information presentations
- Accompanying children on curriculum or service trips (when possible and appropriate)
- Helping to prepare costumes or sets for shows and assemblies
- Assisting with Friday's Green Grub Tuck Shop
- Reading stories to classes in the Library
- Assisting at special events such as the Family Christmas Morning

The Monday Morning Memo will highlight the different opportunities for parental involvement over the course of the year.

For further information or answers to questions please contact:

Mrs Joanne Smith, Assistant Head of Primary (PN – Y1, Email: joanne.smith@regents-pattaya.co.th)

Mrs Hannah Naowasuk, Assistant Head of Primary (Y2 – 4), Email: Hannah.Naowasuk@regents-pattaya.co.th

Mrs Sara Berenguer, Assistant Head of Primary (Y5 – 6), Email: sara.berenguer@regents-pattaya.co.th

TRACKING STUDENT PROGRESS

Rigorous and systematic assessment, target-setting and tracking procedures are a feature of the academic provision in the Primary school. In this way we ensure that all children achieve as highly as possible whilst also making rapid progress, regardless of their starting point upon entry to regents.

The following gives an insight into how the tracking of student progress and attainment works in Primary:

WHAT?

All formal and informal assessments recorded in our online, fully integrated, tracking system

Pupil Progress Meetings in each year group five times per year with the class teacher, Assistant and Deputy Heads of Primary, relevant Learning Support and EAL staff

Attainment and progress in the areas of Reading, Writing, Mathematics, Science and ICT are monitored, tracked and reviewed at least half-termly in Y1-6

Attainment and progress in all areas of the Development Matters curriculum are monitored, tracked and reviewed at least half-termly in PN, N and Reception

Data is analysed to ensure the most rapid progress is made by students and the highest levels of attainments achieved

WHY?

To inform planning, teaching and learning

As a diagnostic tool to measure the progress of each child

To ensure individual needs are targeted and interventions are provided according to these needs e.g. Learning Support, opportunities for enrichment

If parents would like to learn more about tracking and assessment please contact your appropriate Assistant Head of Primary:

Mrs Joanne Smith, Assistant Head of Primary (PN – Y1, Email: joanne.smith@regents-pattaya.co.th

Mrs Hannah Naowasuk, Assistant Head of Primary (Y2 – 4), Email: Hannah.Naowasuk@regents-pattaya.co.th

Mrs Sara Berenguer, Assistant Head of Primary (Y5 – 6), Email: sara.berenguer@regents-pattaya.co.th

BEHAVIOUR / CODE OF CONDUCT / SCHOOL RULES

All students at our school are encouraged to develop to his or her full academic and creative potential. We aim to enable our pupils to become responsible and respectful citizens of the international community. We are a caring school community and it is our intention that every one within this community feels secure, valued and respected. The vast majority of pupils at Regents International School Pattaya conduct themselves very well, being well mannered and well behaved. There are occasions however, when some children do misbehave and need to be corrected. Our School Behaviour policy focuses on the fostering and reinforcement of positive behaviour models, the values of respect and honesty and places an emphasis on the children taking responsibility for their own actions.

SCHOOL RULES:

These rules are general school rules, which come from our ethos as a nurturing, learning environment.

- When asked to do something by an adult in school, children should do it the first time.
- Children should always walk quietly and sensibly in and around the school.

- Children are expected to be kind, polite and thoughtful to everyone.
- All equipment and belongings should be treated with care and respect.
- Children should always try their best and take pride in what they do.

Every person in our school has rights and with these come the responsibility to ensure that no one's rights are infringed upon. All our students are expected to conform to a basic standard of behaviour based on politeness, obedience and civility.

As a school our focus is on developing self aware and responsible children through the use of good role models. We aim to achieve this through the praising, rewarding and reinforcing of 'good' behaviours. For example, praise for using good manners, rewarded with house points for helping to tidy up without being asked and being given roles of responsibility through Round Square, Student Guild and playground patrol. In KS1, the children receive certificates for good behaviour and manners in the weekly assembly.

However, we recognise that there is a need for sanctions. The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. While these sanctions appear to be hierarchical, we recognise that each child and each situation is different and therefore the strategy employed may well be different. Children may be asked to sit on their own if they are disturbing others while working, they may have to stay in at playtime to complete unfinished work, children may be sent to the Head of Year, Deputy Head or Head of Primary to be spoken to. In cases of persistent inappropriate behaviour in school, parents will be notified and a plan of action agreed to ensure the behaviour improves.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do all that is necessary to ensure that all children attend school free from fear.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents are asked to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head or Deputy Head of Primary.

PRIMARY CURRICULUM TRIPS

In order to widen our pupil's experiences we make a conscious effort to take learning outside the classroom as much as possible. We arrange curriculum-linked day trips and for the children in Year 3 onwards there is at least one residential trip per year. These trips and excursions aim to bring the students' learning to life and to provide each child with memorable and meaningful educational experiences.

Below is an overview of the curriculum trips planned for our students for the 2016-2017 academic year. The trips are planned as an integral part of the curriculum and provide valuable learning experiences which are followed-up and extended when back in the classroom.

Information is sent to parents well in advance of any year group trip. Occasionally, parents are invited to accompany their child on a particular trip (*day trips only, not residential visits*), however there are also times when we are not able to invite parents simply because it is beneficial for children's development of self-confidence and independence to go on trips without mum or dad present.

In addition to the outlined Curriculum trips there will be Community Partner visits linked to each year group at various points during the year. These have been identified in the table above, however, please be aware that the timings of these are subject to change.

	TERM 1	TERM 2	TERM 3
NURS/ REC	Trips will be organised relating to the topics being studied and interests of the children.		
YEAR 1	Baan Phra Water Bird Breeding Centre	Rayong Aquarium	Teddy Bear Museum/Khao Mai Kaew
YEAR 2	Khao Kheow Open Zoo and Community Partner visit/activity	Lotus Glass factory	The Fruit farm and Community Partner activity (Bowling)
YEAR 3	Bangkok Pattaya Hospital and Community Partner visit / activity	Mini Siam	Community Partner visit /activity and 'Sleep over' at School
YEAR 4	Community partner visit/activity	Residential trip to Chantanaburi (3 days/2 nights)	Community Partner visit/activity
YEAR 5	Community Partner visit/activity	Community Partner visit/activity	Residential to Ayutthaya staying on The Barge (3 days, 2 nights)
YEAR 6	Residential trip: Chiang Mai / Hill Tribes	Community Partner visit/activity	Residential trip: River Kwai End of Year 6 excursion

HEALTH AND SAFETY

SCHOOL NURSE

There are two full-time registered nurses is based in Primary. One is based in the Early Primary building and one is based in the Years 2 – 6 building. They both work closely with the teaching staff to provide a high level of care for children who are sick or hurt during the school day. Both infirmaries are equipped with essential medicine, observation and examination beds.

To reduce the chances of making other children ill, please do not send your child to school if he or she has any of the following. fever, diarrhoea, vomiting

CONTACTING PARENTS

Parents are contacted by the school nurse or Primary Secretary and asked to collect their child from school if their child:

- has a fever
- has vomited
- is taking prescribed medication and complains of feeling unwell
- has had a serious accident

So that the school can contact parents speedily when necessary, please do make sure that the Primary Secretary is informed of any changes to contact details immediately.

MEDICATION

Children must not bring medication to school and take it without adult supervision. The school nurses will look after medicines sent in with a child and will supervise the child taking the medicine. Medicines will only be given if there is a written and signed note from a parent / guardian.

No prescription drugs will be given to a child unless specifically instructed by the physician or with the consent of parents.

ALLERGIES

As part of the Admissions' process, parents are asked to detail any allergies or health issues their child may have on the appropriate form. Class teachers all receive a copy of these forms. In the case of serious allergies (e.g. nuts) the whole staff is made aware of the child and the potential risks to his or her health.

Please note that we are a 'nut-free school' and no nuts or food containing nuts should be brought into school.

HEAD LICE

If a child in school is found to have head lice the following actions are taken:

the child's parents are contacted and asked to take him / her home immediately to begin treatment for head lice

the children in the same year group as the infected child all have their hair checked

an email is sent to the parents of the children in the year group informing them of the case of head lice, asking that they check their child/ren's hair carefully in the coming days for signs of head lice. Information on how to eradicate head lice and detect signs of head lice is also sent to parents.

If a child is found with nits, which are the empty shells or casings left behind once head lice have hatched, the family of the child is notified and asked to be aware of possible reinfection.

Parents are asked to contact the school if they find lice in their child's hair at home. Parents are asked not to send their child back to school until treatment for head lice has begun and no live lice can be detected.

ACCIDENTS

Parents will be informed immediately after any serious accident and before a child is taken to hospital. If parents cannot be contacted, and it is thought appropriate, the child will be taken immediately to Bangkok Pattaya Hospital and school staff will continue to attempt to contact parents. A detailed report of the incident will be written and a copy given to parents (if requested), Head of Primary and any other officials who require it.

Parents will be informed of accidents of a less serious nature that have been dealt with by the school nurses by a note in the child's bag from the school nurse. Class teachers will also inform parents of the nature and circumstances of the accident / incident through email, a written note in a child's contact book or face-to-face at pick up time.

If a child has had a contagious disease e.g. Chicken Pox they should not return to school before the appropriate time and parents should follow the advice of their doctor for this.

EMERGENCY FIRST RESPONSE

All staff members are trained in Emergency First Response procedures each academic year so that their knowledge and skills are always current. Comprehensive First Aid kits are taken on all school trips.

FIRE AND EVACUATION DRILLS

Fire and evacuation drills are held at least termly with all students, Pre-Nursery through to Year 6. Children quickly become familiar with the proper protocol during drills and learn to follow teachers' instructions quietly, calmly and immediately.

TAKING CHILDREN OUT OF SCHOOL DURING THE DAY:

If parents need to take their child out of school at any other time, for example, for a doctor's appointment, then they should collect their child from the classroom. It is very important then to go to the Primary Office and sign your child out. This involves receiving a slip of paper from the Primary secretary which needs to be shown to the guard at the gate in order to leave the school grounds. This is an essential security measure to enable the school to keep children safe. If someone other than a parent is coming to collect a child they must have written permission from the parent and one form of identification.

HEALTHY EATING

At Regents International School Pattaya we are concerned with the education of the whole child and therefore consider their diet and health to be an important aspect of school life.

MORNING SNACKS

Children in Early Primary (PN – Year 1) are given a healthy snack and a drink of milk provided by the school caterers mid-morning before outside play time. Parents should not give their Early Primary child an alternative morning snack.

In Primary (Years 2-6) we encourage the children to eat healthy foods and ask parents to send in snacks such as fruit, raw vegetables, plain or rice crackers, dried fruit, a sandwich or a healthy muffin.

The following food or snacks are not allowed in school at any time: any food containing nuts, sweets/candies, chocolate treats, packets of chips or crisps, packets of chocolate or sweet biscuits, fizzy drinks or sodas.

We consider our environment to be very important too and would ask parents to consider the amount of plastic wrapping the snack has and the litter this will generate.

We suggest fruit pieces as a healthy, wrap-free snack.

SNACK SALES

Healthy snacks are available for purchase by students in Years 2 - 6 each break time e.g. Muffin Mondays, Green Grub Fridays. Children can bring 20 baht maximum to school to purchase a healthy snack.

LUNCH

Early Primary children eat lunch in their own dining room and are supervised by the class teachers and assistants. They are encouraged to eat from each food group and to try new foods as appropriate.

Years 2 to 6 eat lunch in the Primary cafeteria. They are also supervised by teachers and teaching assistants. Children are encouraged to choose from a variety of food groups when selecting from the lunch buffet. There is always fruit and salad to supplement the main courses on offer. Children are encouraged to drink plenty of water throughout the day and at lunch time.

WATER BOTTLES

Children need to bring their own water bottle to school each day from which they can drink as and when they need. Children can refill their water bottles with drinking water available at school.

PLEASE NOTE:

We are a 'nut-free school' so as not to endanger the health of those children and staff who suffer from severe nut allergies. Please do not send your child to school with nuts or food containing nuts.

Children are not allowed to share food with each other for a range of health and safety reasons.

CELEBRATING BIRTHDAYS AT SCHOOL

BIRTHDAY PARTIES

We like children to be able to celebrate their birthdays at school but by necessity these celebrations can only be brief; we cannot hold parties at school in our classrooms during school time.

If parents would like their child to have an in-class celebration for their child's birthday, we ask that parents please contact the child's class teacher to arrange a suitable time for the celebration to take place. In general, this celebration will take place 10 minutes prior to a break or home time. We request that parents ensure that a time has been agreed with the class teacher before bringing a birthday cake into school.

PARTY FOOD

Ideally, parents should provide either of the following for their child's in-class birthday celebration:

- individual muffins or cupcakes
- a slab cake which is easy to cut and distribute
- Please make sure that any cake brought into school does not contain nuts of any type.

Parents are also responsible for bringing candles, serviettes or paper plates, a knife (if needed) and matches or a lighter to school; the class teacher will not be able to provide any of the above.

Food not suitable for in-class birthday celebrations:

- any food from 'fast-food' places such as KFC or McDonalds
- ice cream cakes
- hot food of any sort e.g. pizza
- sweets, candies, packets of chips or crisps, jellies, ice-cream etc
- fizzy drinks or sodas

Even if it is their birthday, children are required to wear regular school uniform – party dresses or party clothes are not suitable for learning at school.

Please note: if a child brings any food from the above list into school at any time the food will be held by the class teacher and, where appropriate, returned to the child to take home at the end of the day. A note will be written to the child's parent to explain why the food was not suitable for school.

GIFT BAGS

We appreciate that on occasion the birthday child likes to give his / her classmates a small 'gift-bag'. We have no objection

to these being handed out at school but we must stress that they cannot contain sweets, candies, chocolates etc. We aim to be a Healthy Eating school and therefore cannot accept or condone the eating of 'junk' food at school. Many parents do not wish their children to be given food of this type without their consent or prior knowledge. We do not want to disappoint any child by not distributing gift bags so parents are asked to please ensure that they do not contain any inappropriate food items.

THE HOUSE SYSTEM

Each child is allocated a 'House' upon their arrival at Regents. Our four Regents 'Houses' are consistent from Pre- Nursery through to Year 13.

The four Houses are named after a slight twist on the four elements:

SUN (YELLOW) WATER (BLUE) EARTH (GREEN) FIRE (RED)

The House system

- encourages team spirit and team building
- provides a forum for friendly intra-school competition
- provides opportunity for student leadership
- encourages participation and perseverance
- allows a wide range of interests and talents to be showcased each year

Each year House Captains are appointed through student and teacher voting to lead each house in various activities and competitions. The House Captains have a visible presence at weekly assemblies and at each House event. They are important Primary leadership posts.

The House System is very popular and the children can gain house points throughout the week for good work, good behaviour, being especially considerate, kind or helpful, contributing to Round Square initiatives such as recycling or littler patrol, for example. The points are totalled at the end of the week and the results announced in the Key Stage assemblies. The results are always greeted enthusiastically when announced every Friday! At the end of the school year a trophy is awarded to the House with the most points.

Throughout the year there are various inter-house competitions and these are keenly contested and prove very popular with the students and staff. When children take part in Sports Days and Swimming Galas they do so by representing their house and wearing their House t-shirt. House T-shirts can be purchased from the Uniform Shop in the Admissions building.

Siblings are placed in the same House. Any questions or concerns about House placement should be directed a child's class teacher or Mr Dale Farrington, dale.farrington@regents-pattaya.co.th

THE WELL-DRESSED CHILD

GENERAL APPEARANCE

Pupils should wear their uniform with pride. Whenever they are wearing their uniform they are representing the school and lasting impressions of the school are being given. By wearing their uniform with pride, the students are earning respect for themselves and for our school community.

PRE-NURSERY, NURSERY AND RECEPTION

PE kit, white socks, runners / gym shoes (any colour)

The learning programme at this age is very much based around learning through play, hands-on discovery, exploring, being active and involved. There is no separate uniform for these children – the PE kit is their regular uniform for everyday use. Please note that open-toed sandals, flip flops or crocs are not allowed.

GENERAL GUIDELINES FOR YEARS 1 - 6:

School shirt – navy blue polo T-shirt, socks – plain white, ankle length (no patterns / colours / lace etc), shoes – black leather or plain black sports shoes – no coloured laces, soles or emblems on the shoes. No nail-polish or make-up

GIRLS

Skort – grey

Hair: Neat and tidy, (no extravagant styles or added colours). Long hair should be tied back with a simple clip or band. No bandanas or headscarves.

Jewellery: A watch, one pair of stud earrings. No other jewellery unless it is of social, cultural or religious significance and then it should be discreet.

BOYS

Shorts – grey

Hair – traditional style, (no extravagant styles or added colours; above the collar).

Jewellery: a watch. No other jewellery unless it is of social, cultural or religious significance and then it should be discreet.

“No hat, no play”

Children are not allowed to play outside at break times unless they are wearing a hat. The school uniform shop sells a range of Regents hats for children in Primary. Children can also choose to wear a hat of their own choice.

SUNSCREEN

Application of sunscreen prior to coming to school is recommended but is ultimately parents' choice. Children may bring sunscreen to school to apply themselves as needed. Teachers and teaching assistants can assist with this for younger students.

PE AND SWIMMING KIT

Navy blue, black and white t-shirt and shorts, white socks, runners / gym shoes (any colour but not high-tops), House T-shirt for House competition days, Regents or own swimming costume, towel, flip flops for walking to and from swimming pool Goggles and swimming cap - optional

SPECIALIST LESSONS: PRE-NURSERY, NURSERY AND RECEPTION

The children wear their PE kit every day of the week. On the days that the children have Swimming lessons, they should wear their costume to school under their PE kit.

SPECIALIST LESSONS: YEARS 1 – 4

The children can wear their PE kit to school on the days they have a PE or swimming lesson. After a swimming lesson the children can change back into their PE kit for the remainder of the day. There is no need for the children to bring their school uniform to school on PE or swimming days.

SPECIALIST LESSONS: YEARS 5 AND 6

If the PE lesson is before 1st break, the children can come to school in their PE kit. They must bring their school uniform with them and change into school uniform after their PE lesson.

If the PE lesson is after 1st break, the children must come to school in their school uniform, change into their PE kit at the allotted time and then back into school uniform after their PE lesson.

If the PE lesson is the last lesson of the day, the children may remain in their PE kit to travel home or take part in the ELP, Clubs or team training.

On swimming lesson days, the children should come to school in their school uniform as usual and change into their swimming kit for their lesson. They will change back into their uniform after their swimming lesson.

LABELLING

Please ensure that all items of clothing and all belongings brought into school are clearly labelled.

PURCHASING SCHOOL UNIFORM

School uniform should be purchased at the Finance Office in the Admissions building, Monday – Friday, 8.30 am – 4.45 pm.

PRIMARY LIBRARY

Location, hours and staff: Our Primary School building has a Primary Library that serves both pupils and staff. It is on the ground floor of our building, near the music room. The Library has one full-time Librarian and one full time Library Assistant. It is open during the school week from 8:00am- 4:00pm. Pupils and parents are welcome to borrow before and after school and during lunch any day of the week. Also, a schedule of library classes is posted outside the library and there are free study/borrowing hours when the library is open to anyone.

Aim: The aim of the library is to enable pupils to be confident in using libraries and to encourage users to enjoy the resources. To achieve this each class has one timetabled library period a week. During this session the Librarian will spend time either discussing books, reading aloud or teaching library and research skills. Pupils can also borrow books to take home.

Borrowing books: Pupils can use the library at lunch time where they can change their books, research, relax or read quietly. All classes visit the library but the number of books they can borrow varies depending on age.

General procedures: Pupils are encouraged to take library books home. Books are stamped for one week but they can be renewed if needed longer. Pupils are taught that books are precious and that it is important to look after them. For this reason, we strongly encourage the purchase of a library bag or folder which is used exclusively for library books. Learning to be responsible to return books in good condition and on due time is important and the Librarian will often talk to pupils about this. Any large, water resistant bag/folder is acceptable for use as a Library bag.

Use of the Library: Pupils gain confidence in using libraries by doing their own research and teachers can send groups into the library to do this. Independent research, whether using books, a database or the internet is extremely valuable. The Primary Librarians are always keen to encourage reading and organise a Book Club Scheme during the year and hold regular Book Sales which are very popular. To be introduced to a variety of creative, imaginative literature is an enriching and necessary part of your child's education.

Parent Helpers: if any parent would like to help regularly in the Library please see the Librarian. Parents can help in a number of ways: reading stories to classes, fixing books, re-shelving books etc.

PRIMARY PRIZE-GIVING

At our school we are constantly giving children constructive and positive feedback about their achievement and effort. Throughout the year many certificates, house points and stickers are awarded to encourage and reward children both effort and attainment, success in many forms both in and outside the classroom.

However at the end of the year we have a special ceremony; this is called The Prize-Giving Assembly. It is a formal occasion for Key Stage 2 children and a little less formal for Key Stage 1, although both ceremonies are held in the Globe Theatre.

In Early Years, children receive certificates at the end of the year in an age-appropriate assembly.

In Key Stage 1 all children receive a certificate from their teacher, celebrating an individual effort or achievement pertinent to that child. The overall theme of the ceremony is the celebration of a wonderful year at school for all children. All parents are invited to this ceremony which takes place one morning in the last week of the academic year.

In Key Stage 2 the awards are more specific including recognition of effort, progress and attainment in particular curriculum areas. The children receive a certificate and a book token as a prize. Only parents of children receiving prizes, or those performing a musical item, are invited to attend this ceremony due to limited seating available in the Globe Theatre.

Both the KS1 and KS2 Prize Giving assemblies also feature musical performances by our talented Primary students.

Every student is expected to come very smartly dressed to both the Key Stage 1 and Key Stage 2 Prize Giving ceremonies including:

- wearing polished black school shoes
- white socks
- hair neatly combed / brushed / tied back
- clean and neat uniform

LOST PROPERTY

All clothes (especially school uniform) and belongings that come to school should be labelled with the child's name and class. When items are found they are checked for a name and returned to the owner if possible before being placed in lost property.

All lost property is brought to the Primary Office. Precious items such as money, glasses and jewellery are handed to the Primary Secretary. Other items are left on the shelves at the top of the Primary steps. Bags that are left after school are placed inside the door of the Primary Office if they are not claimed.

Money should not be brought to school except in an envelope with the child's name and class clearly written on the envelope. The envelope should then be given to the class teacher for safe keeping. Any money that is found and not claimed for over a week will be placed into the Primary Community Chest.

Any hats, trainers, clothes which remain unclaimed for a longer period of time will be sent to one of our Community Partners.

Electronic toys, Gameboys, iPods, MP3 players, mobile phones and cameras are not allowed in school. We advise children not to bring expensive items to school as they could be stolen, lost or broken. Electronic dictionaries ARE allowed but should be named.

Parents may look through the lost property at any time, as may the children.

THE PARENTS' REPRESENTATIVE GROUP

The PRG's aim is to provide a structured, cohesive and formal means of communication between parents and the Leadership Team (LT).

OBJECTIVES:

1. To seek and provide satisfactory responses to parents either individually or as a whole.
2. To establish and maintain the trust of parents in resolving their concerns and issues, by enabling them to raise issues to a strong body, and in a potentially anonymous manner.
3. To communicate issues raised by parents to the LT in a constructive, timely and streamlined format.
4. To meet monthly with the LT to discuss and conclude issues raised.
5. To provide the LT with a strong reliable advisory body.
6. To host a termly open forum session.
7. To provide parents of new students with guidance and information.
8. To seek to improve communication from the school to the parents.
9. To further improve the environment in which our children are educated.

PRG CONTACTS:

PRG_Chairman@regents-pattaya.co.th PRG_Secretary@regents-pattaya.co.th

USEFUL WEBSITES FOR PARENTS AND CHILDREN

Below are some useful websites for parents. Others will be disseminated to parents through the Weekly Contact Sheets and weekly emails.

GENERAL CURRICULUM

<https://www.gov.uk/national-curriculum/overview>

<http://www.twinkl.co.uk/resources/parents>

<http://www.topmarks.co.uk/Parents/>

<http://www.atschool.co.uk/parent-resources/>

EYFS: http://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf

ENGLISH

<http://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy>

<http://www.phonicsplay.co.uk/>

http://www.bbc.co.uk/schools/parents/primary_support/

<http://learnenglish.britishcouncil.org/en/>

http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/>

MATHEMATICS

http://www.bbc.co.uk/schools/parents/primary_support/

http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

<http://resources.woodlands-junior.kent.sch.uk/maths/>

<https://sites.google.com/site/huntedweb/home4>

SCIENCE

http://www.bbc.co.uk/schools/websites/4_11/site/science.shtml

<http://www.educationcity.com/uk/primary-schools/science>

<http://www.sciencekids.co.nz/>