



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

Parent *Handbook*

Early Years' Foundation Stage





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WELCOME

A very warm welcome to the British Vietnamese International School, Hanoi.

The purpose of this handbook is to provide essential information about school routines and expectations. Please take some time to read through the information so that you can be better prepared to support your child at school. If, after reading the booklet, you still have unanswered questions, feel free to approach me or my colleagues directly and we will do all that we can to clarify things for you.

Learning is a collaborative activity with children receiving help from a variety of places. Best results are achieved when parents, child and the school work in harmony together. Your continued interest, involvement and support are essential for the on-going development of your child and will be very much welcomed and appreciated by the school. We understand that starting at a new school can be daunting for many children. Please be assured that we will do all that we can to help your child feel comfortable at school and to help them settle in quickly.

The British Vietnamese International School has since February 2015 been a part of the Nord Anglia Family of schools and you can be confident in the choice you have made. We feel very proud of the educational opportunities available to our students and we are sure your child's time with us will be happy and successful.

I look forward to meeting you in due course.

Principal

Head of Primary

BVIS MISSION STATEMENT

The British Vietnamese International School seeks to provide an outstanding education through dual language instruction in English and Vietnamese. Students become independent learners by means of enquiry, reflection and perseverance. At BVIS, we act with integrity and treat one another with care and respect, learning together as responsible global and Vietnamese citizens.

BVIS achieves its mission by:

- Nurturing proficiency in Vietnamese language in the formative years
- Ensuring the early acquisition of English
- Celebrating and protecting Vietnamese cultural customs and traditions, and providing a meaningful context for students of other nationalities during their education in Vietnam
- Making secure a sense of Vietnamese place and history
- Fostering universal values such as personal integrity, respect for others, care for community and a responsible approach to global issues
- Nurturing independent learners who are enquirers: proactive, responsive, creative, collaborative, reflective, flexible, enterprising and able to persevere
- Achieving true bilingual proficiency upon graduation



I. GENERAL INFORMATION

The school reserves the right to update the terms and conditions for parents, as and when the need requires it. Parents should therefore refer to the most-up-to date Admission Contract Terms and Conditions (*found on the website <https://bit.ly/2Vck1QJ>*) to see the responsibilities of both the parents and the school.

Starting school is one of the most important times in your child's life, as well as yours. We strive to develop your child's confidence and independence as quickly as possible but it does vary from child to child. It is important that we communicate as much as possible to make the early transition to school life as smooth and successful as possible.

On enrolment, the placement of a child in a specific class is normally dependent on date of birth. An informal interview with your child at this early age is conducted to assess their suitability for a full time place at the school. Ordinarily, we do not accept a child into the school below the age of 24 months.

All children are catered for by a differentiated curriculum which uses the English Early Learning Goals as a means of personalising learning. Activities are matched to the child's interests and abilities and all children are encouraged to meet challenges with confidence.

Class sizes are intentionally small. In Early Years', Maximum class sizes range from 20 to 25 depending on the age group but are often smaller than that. Teaching assistants work alongside the teacher in the classrooms to help the children to receive the individual attention they require.

	Early Years'	
Year	Nursery (F2)	Reception(F3)
Age	3-4	4-5

1. School Structures and Timings

1.1 The school year

The school year is divided into three terms: Term 1 from August to December, Term 2 from January to April and Term 3 from May to June. On occasions, these termly divisions may vary.

If parents have to take their children out of school during term time, they must seek permission, in advance, in writing from the Head of Primary or from the Principal. For further details, please refer to the school calendar on the BVIS website:

www.bvishanoi.com > Parents' Essentials > Term Dates

1.2 The beginning of the school day

School starts at 08.30 for all students. Children are expected to attend every day and to be in school for the beginning of the session. Students should aim to be in school by 08:15.

Parents and drivers need to be aware of the traffic on the streets outside the school. They must minimise congestion by dropping children in the designated area only. No vehicle should park or wait for an extended period of time near to the school gates, nor should it block the pavements. All parents, nannies and drivers must follow and respect the instructions of the guards on duty who are acting in the interests of all the children. For children of this age, it is expected that, unless travelling by bus, an adult will accompany the child to school and pass responsibility for that child to an adult working for the school.

There are staff on duty at the school gate from 08:00 onwards to welcome your children and take them to the Early

Learning Centre (ELC). Any child who arrives before 08.00 remains the responsibility of the parents or another designated adult.

At 8:30 the children are taken to their classrooms where their day begins.

It is extremely important for young children to establish routines and be on time for school as this helps them settle in well. Please do endeavour to be punctual for school.

1.3 End of school

The school day finishes at 15:05.

At the end of the school day parents, drivers and nannies are requested to collect their child from their classroom. Everyone collecting a child must have the parent card.

If a parent, driver or carer collecting the child has forgotten the card then that person will be required to sign in as a visitor. Before leaving the premises, a permission leave note from the school office must be collected from the teacher and given to the guard at the gate.

We want your children to remain as safe as possible at this time. The children will only be permitted to leave the premises with an authorised adult who has the parent card.

A child will not be allowed to go home with another parent unless the school has been informed in advance and in writing and authorisation has been granted.

If you have more than one child in school, then younger siblings should be collected first before collecting the older ones.

The ELCs will remain open for parents and children in the Early Years' until 16:30 on Monday and Thursday and 15:30 on Tuesday, Wednesday and Friday.

2. Communication

The school believes that good communication between parents and school is essential. We need to have up-to-date details of your email and postal addresses and telephone numbers, including emergency contacts. We will check your details at the beginning of each school year but if there are changes during the year, please do be sure to inform the school office.

Much of our information is sent to you via email so it is important that all your details are kept up to date. The following list is a sample of the ways in which the school tries to keep in close contact with parents.

2.1 Weekly newsletter

To keep you informed with the weekly events in school, you will be emailed a link to the weekly newsletter. If your email address changes, please inform the office immediately so that this important communication reaches you each week. Contributions are regularly made by the Principal, Head of Primary, Staff and children. These newsletters provide information not only about class activities and learning, but also about the wider school.

2.2 Class Dojo

To keep you informed of your child's learning, we use Class Dojo. Your class teacher will regularly add pictures/videos or make comments about areas of learning in which your child is involved and developing within the classroom. It is a great way for you to see what activities are happening over the term. You will be alerted if your child receives a Dojo reward for displaying our school values, detailed in our Aide Memoire. Parents can add their own comments on Dojo and parents can upload photo evidence of your child doing things at home. Parents will be sent an invitation for this online site during the first week of term. Parents will be asked to check Dojo on a regular basis.

2.3 Learning Platforms

Within the Early Years' setting, extensive use is made of Class Dojo, a highly effective and collaborative communication tool for students and parents, informing both parties of the learning being undertaken. This resource will enable you to track your child's Home Learning activities, view the curriculum content of your child's program, see their daily timetable and communicate with your child's teachers.

The use of learning platforms is a highly effective part of blended learning.

2.4 School Magazine

These are available for parents to read in reception areas.

2.5 School Year Book

This will be sent home at the end of Term 3 and will provide a colourful souvenir of the year.

2.6 Reports and Parent/Teacher Meetings

There will be a number of Parent/Teacher Information Meetings scheduled during the year. The dates of these meetings will be given when the school calendar for the academic year is issued. Parents will receive three written reports each year:

End of Term 1 - An interim, settling in report detailing effort and achievement for that term and identifying ways in which you can help your child's future learning.

End of Term 2 - A progress report.

End of Term 3 - A full written report, summarising the progress that your child made over the year.

At the end of Term 1, the interim report will form the basis for discussions at the first Parent - Teacher Meetings. Further Parent/Teacher Meetings will be held towards the end of Term 2.

You may, of course, request additional meetings with the teachers, Head of Primary or the Principal at any time by prior arrangement with the school office.

2.7 Questions, concerns or complaints

The first point of contact for any parent who needs more information is your child's class teachers. If they cannot resolve the problem for you, then please contact the Milepost Leader. If further resolution is needed, then please contact the Assistant Head and finally the Head of Primary. All staff will endeavour to solve any issues that you may have.

3. Absence and Lateness

3.1 Absence procedure

On the day of an absence:

Before 08.30 please inform the school office, either by phone or email, that your child(ren) will not be attending school. A suitable reason must be given to the staff together. If your child is sick or unwell, brief details of the symptoms need to be supplied.

If no reason is given for your child(ren)'s absence, then they will receive an unauthorised absence mark in the register for the days that they do not attend school, until we receive notification from home. Office staff will contact you on the first day of absence.

Where possible, it would be helpful to indicate for how long you expect your child(ren) to be absent.

3.2 On returning from an absence

All children must only return to school if they are fully well or have been deemed fit to return to school by a doctor. A letter should be given to the School Receptionist.

Children who return to school with a medical certificate should bring it to the office. The office staff will take a photocopy of it and file it in the child's personal folder.

Any child returning from illness but still showing clear symptoms will be immediately sent to the nurse. After a bout of diarrhea or vomiting, a period of 48 hours continued absence from school must be observed, to prevent cross contamination with other children.

3.3 Lateness

The register is taken before classes start at the beginning of the morning and afternoon sessions. A note is made on the register to indicate absent students and late comers. Any child arriving late to school needs to report immediately to the EYFS Reception to register late.

The Head of Early Years' or Head of Primary may become involved with those who are frequently late to school.

If you know in advance that your child is going to be late or needs to leave school early on a particular day, then a message should be sent to the school the day before.

3.4 Keeping the school informed

Whenever possible, medical and dental appointments should be made outside of normal school hours so as not to disrupt the children's learning. If this is not possible, please advise the school of any appointments made.

4. Dress Code

4.1 School uniform

The uniform is a means of showing our identity and pride in our school to the wider community as well as being practical school wear. All children from Nursery (F2) upwards, are expected to wear the specified school uniform every day.

EYFS children should wear black training shoes, as these will aid the growth and development of small feet. We do not allow, for safety reasons, novelty shoes with flashing lights, squeaking noises or shoes which have the roller ball facility.

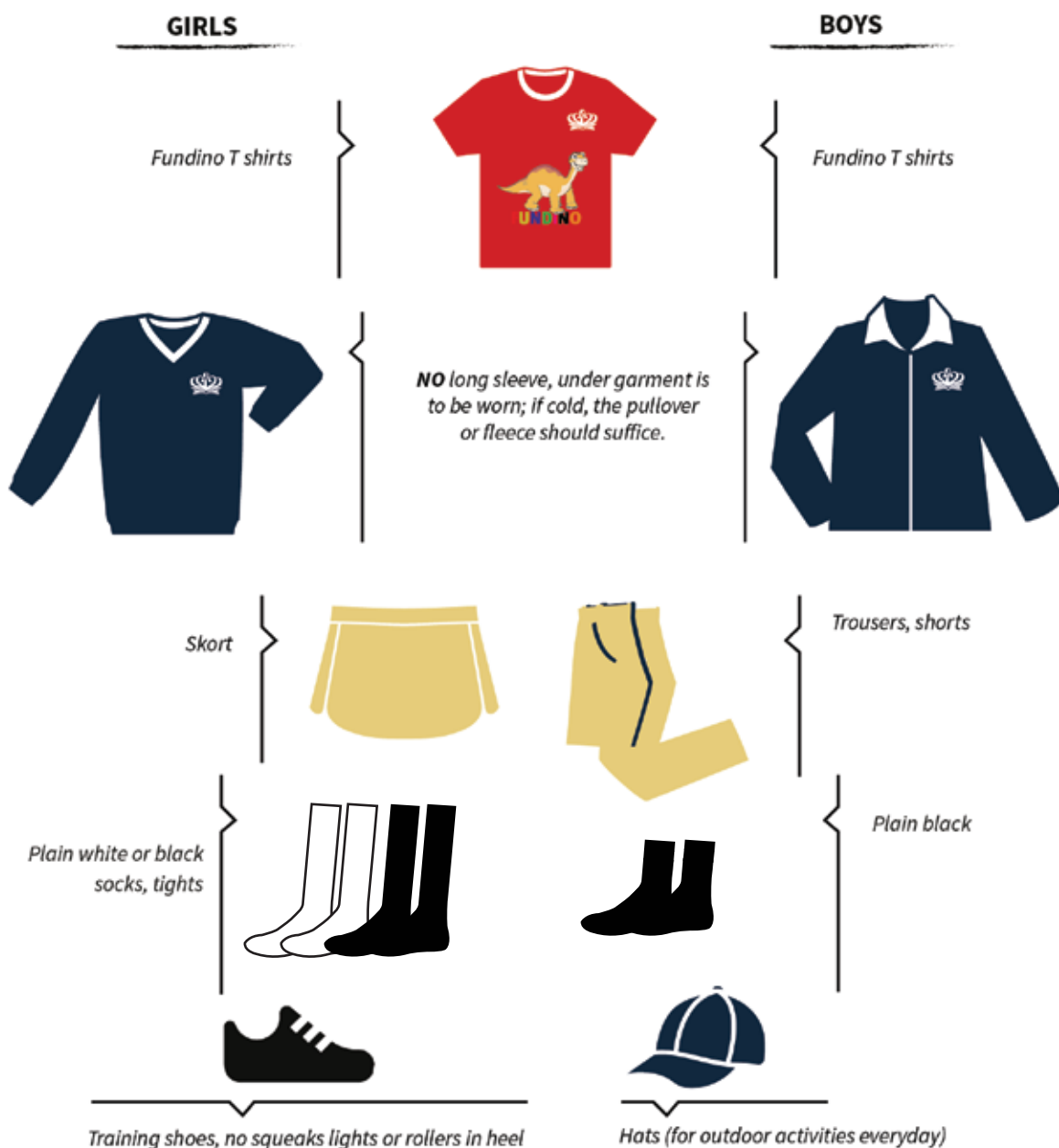
During the winter months, children may wear their BVIS woollen school jumper in class. A BVIS fleece can be worn outdoors but not in the classroom. Girls can wear black tights in the winter months when the weather is colder. All children with long hair should have it tied back with a plain, soft hair band. No bandana style head bands or hair accessories which include hard bobbles are to be worn. Hard Alice bands should not be worn. Parents should endeavour to use hair accessories which are based on school colours. If in doubt, please see your child's class teacher.

Boys are not permitted to wear earrings or studs. Girls may only wear earrings that will not get caught in clothing or long hair, which may therefore prove to be a source of injury for themselves or others. The PE department may require the removal or suitable covering of studs in PE lessons for safety reasons.

Children should always wear school hats when they are outside to protect them from the sun. BVIS operates a "no hat - no play" policy.

4.2 PE Kit/ Swimming

Children need to bring a school swimsuit to school with a towel and flip flops for wearing around the pool. It is the parents' responsibility to label all your child's school uniform with his/her name and class including underwear, swimwear and towels.



5. Food and Catering

5.1 Snacks

We recognize that having a healthy, balanced diet helps to develop a healthy lifestyle and promote well-being throughout your child's life. We carefully monitor the food your children eat during the day and ensure it is nutritious to help them grow and develop normally. We provide regular snacks in the morning and afternoon to supplement their diet. All students should come to school having had a decent breakfast.

5.2 Lunch

BVIS provides a set lunch for all students, as part of the fee structure. Menus are published in advance. To access the lunch menus please go to: www.bvishanoi.com > Parents' Essential > Lunch Menu

All children eat their lunch in the dining hall. There are staff on duty during both snack and lunchtimes. Children learn to be independent at these times, but staff also encourage all children to try the food available and to eat their whole meal. Parents and families can support this at home by encouraging children to feed themselves.

The catering company providing meals to your children is Epicure. Details of their services can be found here: <http://www.epicure.co.th/hello-vietnam/>

5.3 Birthdays

Providing arrangements have been made with the class teachers in advance, we are happy for the children to bring in and share a cake with their classmates to celebrate their birthday. Please note that, for health and safety reasons, we can only share a 'nut free' cake; we cannot share other food or distribute party bags to other children within the school.

6. Medical Information

6.1 Medical emergencies

If an accident or sudden serious illness occurs at school, we will make every effort to contact parents. Please keep the office informed of any change in home, business or emergency phone numbers. When a medical emergency situation arises, we will transport the child to the hospital designated by their compulsory medical insurance, unless parents have specified a different clinic or hospital. A responsible adult from the school will accompany the child to the clinic and await the arrival of the parents. An Accident Report Form will be completed and kept as a record. The parents need to bring the student's ID card and medical card to the hospital for processing and payment.

6.2 Medical procedures

A completed medical form for each child enrolled must be submitted before entry to the school. This form must be updated annually by parents so that the school has accurate records of all medical issues. Parents must provide any information relating to their child's allergies.

Asthmatic children should always have their medication with them. The school should be notified if your child is asthmatic so all staff can identify them and know the medical procedures to help them when they have an attack in school.

Generally speaking, if a child is fit to attend school then they are fit to use the splash pool. If children are unable to access the splash pool due to a medical condition, parents must provide school with an appropriate medical certificate.

The school nurse will attend to children who become ill or injure themselves during the school day. The school will contact parents to take their child home if she/he becomes ill during the day and is unable to stay at school. Any child who has been seen by the nurse and has received medical attention will be issued with a note informing parents of the actions taken.

If, by prior agreement, the school nurse is going to administer prescription medicines to a child, then the parents must hand the medicines to the nurse along with the prescription given from the doctor detailing dosages. Children requiring antibiotics should stay at home until they have completed the course of medicine.

6.3 Communicable diseases

A student with an infectious condition or illness MUST be kept at home and present a medical certificate upon returning to school. Children who have had a temperature above 37.7 °C must stay at home for at least 24 hours. As a guide, students are considered contagious during the following periods:

1. **Chicken pox:** 5 days from the onset of the rash, or until all the blisters have dried. Symptoms: fever, headache, rash/ vesicles that start on the trunk and spread on the face and limbs
2. **German measles (Rubella):** 6 days from the appearance of the rash. Symptoms: brief red rash, enlarged glands in the neck
3. **Measles:** 4 days from the onset of the rash. Symptoms: fever, cold, headache, generalised rash

4. **Mumps:** 5 days after the onset of the swelling, or until the swelling has gone down. Symptoms: fever, swelling and tenderness of glands at angle of the jaw
5. **Infectious hepatitis:** 7 days from the onset of jaundice, or 7 days from the onset of symptoms if there is no jaundice. Symptoms: headaches, abdominal pain, nausea, vomiting, usually fever. Skin and eyes may or may not turn yellow
6. **Scarlet fever or strep throat:** 24 hours after commencing antibiotic treatment. Symptoms: sore throat, fever, rough red rash for scarlet fever, usually behind the ear, on the armpits and chest
7. **Conjunctivitis:** the student SHOULD NOT attend school until treatment is effective, or until discharge from the eye has ceased. It is highly infectious and should be treated right away. Symptoms: itching of the eyes, watering, redness and discharge from eyes
8. **Head lice:** if a child is found to have head lice or nits or eggs the parents will be contacted and the child will be sent home. The whole class will be checked for head lice and a letter will be sent out. Once affected children have been treated and there are no more lice or nits present, they may return to school
9. **Hand, foot and mouth:** 5 - 7 days or until fully recovered. Symptoms: fever, headache, sore throat, ulcers or blisters inside or around the mouth, sores or rashes on the palms of the hand and soles of the feet
10. **Impetigo:** Until the lesions have crusted or healed, or 48 hours after commencing antibiotic treatment. Symptoms: fluid or pus-filled blisters or sores on the legs or feet that eventually turn into deep ulcers
11. **Scabies:** The child may return to school after the first treatment. Symptoms: intense itching and rash

When a student has a bad cough or cold, or other common but highly contagious illness, parents are asked to keep the child at home so that the illness is not spread to other children.

Children who have had episode/s of vomiting or diarrhea should remain at home for a further 48 hours after the last

7. Security Procedures

7.1 Security procedures on entering and leaving school

During a normal working week, the purpose of gate control is to ensure the safety of children and staff at school, as well as the protection of school buildings and property. Guards should be entirely satisfied that each person who is seeking to enter, or leave, the school ground has a valid reason for doing so.

7.2 Entrance and exit procedures

Students: Only children in school uniform will be allowed access unchallenged.

Parents/nannies/drivers: All parents are issued with a barcoded parent card, including a photograph of the child, for access to school. Use of the bar coded parent cards is required or parents must sign in as a visitor. Cards should be swiped on the way in and on the way out. Guards will check that photographs match the children for families they do not know personally.

All visitors (including parents without parent cards): Exchange a personal ID card (such as driving licence) for a Visitor's Pass at the gate.

All teaching and non-teaching staff wear a name badge so that they can easily be identified.

7.3 Beginning of a week day

No visitors before 08.00, unless by prior arrangement.

7.4 End of a week day

No entrance by visitors after 17.00 unless by prior arrangement.

No entrance by parents/students after 17.00 unless participating, watching or collecting from a school authorised event.

Traffic outside school becomes congested at the beginning and the end of the school day. Extreme caution should be exercised at all times. For picking up and dropping off students, drivers are instructed to follow the school guidance exactly **so as to avoid accidents.**

7.5 Weekend

School is closed to visitors, children and parents throughout the weekend.

Gate control may be relaxed for approved activities like social events. During all of these events the duty of care for the children lies with the parents, not the school.

Gate control can only be relaxed with the advance written approval of the Head of Primary or the Principal.

7.6 School Buses

For Early Years', we do not recommend that Nursery (F2) students travel by bus.

Our bus service is managed internally by our own Bus Coordinator, who is a long-standing member of the Facilities Department. Through a contractual arrangement with a 3rd party company, the school provides bus services to and from many districts within Hanoi. BVIS takes its responsibilities to parents and students extremely seriously. We conduct rigorous, random checking procedures for driver/bus monitor performance and vehicle quality, the registering of all students using this service on and off the bus, and frequent and regular meetings with the management of the contractor and BVIS staff to review and maintain a high level of service, safety and comfort.

Arrival and departure from school is a carefully managed process that ensures no buses are moving until all vehicles have their required passengers. All buses are fitted with seat belts, first aid kits and emergency evacuation equipment (hammer, fire extinguisher) to ensure student well-being. Bus monitors are equipped with mobile phones to communicate effectively with school management staff, with parents and carers who may be collecting their child(ren) at drop off points. Our Bus Coordinators communicate closely with parents.

All students are required to follow essential safety standards of being seated, wearing belts throughout the duration of the journey, and are required to behave well, respecting all staff and other users of the bus service. The bus monitors are acting in lieu of BVIS staff and therefore are to be respected and their instructions followed by all students using this service. Failure to follow these instructions may lead to students being asked to find alternative transport to school. In this eventuality, there will be no refund of bus fees.

7.7 Classrooms

Children are not allowed in any of the classrooms or learning spaces without an adult being present.

Children are taught how to use classroom equipment, like scissors and staplers, safely.

No hazardous liquids are stored in the classrooms and all cleaning materials are stored in lockable areas that are out of bounds to children. =

No medicines are stored in the classroom except for asthma inhalers (and always with the knowledge of the class teachers and the school nurse).

7.8 Pastoral Care

Young children need support in developing emotionally and socially so that they are most appropriately able to use their thoughts and feelings to guide their behaviour and develop personal awareness, emotional resilience and other

social skills. This will enable them to enjoy and manage their lives now and in the future, to become effective learners and active citizens. Personal, Social, Emotional Development (PSED) activities are planned into the Early Years' curriculum to enable this development.

Essential to this process, are the Class Teachers who have both regular contact with the students and who maintain academic and behavioural overview of the students in their groups. They are fully assisted by the Head of Primary.

As a rule, we recognise that children learn through experimentation. This may result in minor accidents and bumps, which are a normal part of social interaction. We always record accidents and incidents on a database to ensure we can regulate this. We monitor, but we do not follow children around seeking to catch them if they look like falling. We do however, always seek to create and maintain a safe environment for children.

7.9 Fire drills, Lockdown and Emergency Evacuation

In the event of an emergency, an alarm will sound. The building should then be evacuated in a speedy but orderly fashion. No one should stop to retrieve possessions.

Details of evacuation routes and routines are displayed in every room and everyone concerned with the school must familiarise themselves with these. Class teachers are to instruct the children in their class accordingly.

After leaving the building, children and adults assemble in the designated areas in class lines. Children and teaching staff are then checked against the register to ensure they have all vacated the building and visitors' names are checked against the signing-in book and swipe card information.

Fire Drill

There is at least one fire drill each term to practise the evacuation procedure.

Lock down

In order to prepare children, in the event of an unlikely major incident (intruder, gas leak etc) we regularly practise lockdown so the children know how to react sensibly and calmly in the face of potential danger. The Early Years' Centre is, on the sound of an alarm, locked down and children practise how to remain quiet and orderly.

7.10 Lightning and Air Quality Policies

Lightning policy

BVIS uses a lightning detector for all outdoor learning. If a storm is approaching, the detector warns the teacher and the area is cleared. The detector also indicates when it is safe to go back outside.

Air Quality

We monitor air quality daily and keep comparative data for our site, as well as other air quality monitoring stations in Hanoi. If the ratings are deemed to be too high, such that the respiration of young people may be affected, then we reserve the right to keep the children indoors until the air quality has improved. The AQI Policy is available on the website for parents to read. It is in line with international standards for air quality.

All classrooms, dining halls, libraries and meeting rooms are now equipped with air purifying units.

7.11 Smoking

BVIS operates a no-smoking policy on campus. This is to be observed equally by students, parents, visitors and staff.

7.12 Insurance

All students are expected to be insured through their parents' own health plan. The school is therefore not liable for medical bills resulting from an accident at school unless negligence is proven against the school, as stated in the admission contract. School trips carry basic insurance to cover accidents but not illness. It is strongly recommended to take out year-round family travel insurance.

8. Valuables

We strongly recommend that children do not bring jewellery, money or items of value to school. If students do bring in any items of value, they should be named clearly.

Every effort will be made to teach all children to value their own and other people's belongings. The school cannot accept responsibility for the loss or breakage of any of the children's personal items.

For further information about uniform, please do not hesitate to ask the Office Staff.

9. Contact

9.1 Email protocol

Parents are welcome to make contact with class teachers, subject teachers or senior teachers.

Please remember that an email will not by itself be effective in dealing with an issue that requires discussion. It is better to think of it as more of a way of conveying information or as a memo to set up a meeting or phone call.

The reply time to an email sent by a parent is 48 hours if sent within the working week. If an email is sent at the weekend, parents can expect this to be answered within 48 hours from the start of the proceeding week.



II. ACADEMIC INFORMATION

Parents should also refer to the Primary Handbook if they have children in that section of the school.

A variety of methods are used in teaching students. We provide age-appropriate material and tasks, focusing on developing independent learning skills, and a passion for learning. We differentiate for every child.

Learning may take place in one-to-one sessions, in class, on day- and residential trips, in extra-curricular activities, through lecture- style delivery or online. This list is not exhaustive, but it provides an indication of the breadth of opportunity available to both students and teachers to deliver our rich and varied educational experience. All modes of delivery of teaching and learning are of equal value.

1. Early Years' Foundation Stage (EYFS)

1.1 Learning in the Early Years' - Settling into the Early Years'

When children join or continue within the EYFS at the start of the school year, there are many new experiences, environments, routines, adults and other children for them to get to know. At BVIS, we believe that these early days are vital in helping children to develop positive attitudes towards learning.

It may be necessary for a child to have a staggered start to entry into the school, this often being the first time a child has attended school.

1.2 Rest times in the Early Years' Foundation Stage

There are opportunities for those children in Nursery (F2) who need to rest to do so for a short time in the afternoon, but we would urge you to establish early bed-time routines with your child(ren). The children in Nursery (F2) have named beds with a blanket and pillow and sleep for up to 2 hours. Blankets and pillows are washed at the same time every week. Children can bring a teddy or blanket if it helps to settle them at sleep time.

1.3 Our Principles

The EYFS framework sets the UK standards for learning, development and care for children from birth to five. The curriculum is built around four principles:

A Unique Child

At BVIS Hanoi, we focus on how children develop; we recognise they are all different, but that they should be treated equally. Positive relationships and good communication are vital. Children need to learn about risks and safety, how to make good choices and how to respect boundaries. We make every attempt to provide full opportunities for each child to do their best and we achieve this by ensuring their physical and emotional needs are met during their time in our Early Years' setting.

Positive Relationships

This theme is about children learning to manage their feelings and build relationships. We respect all kinds of families and aim to develop a positive two-way relationship with parents and carers. We will support, listen and work with the children at BVIS Hanoi to help them learn. Each child will have a nominated key person to ensure everyone has the opportunity of building a close relationship and is well monitored during their time with us.

Enabling Environments

We plan and check each child's progress and make every attempt to involve parents and the local community. We ensure that inside and outside spaces at BVIS Hanoi are safe, interesting, challenging and engaging. We support children working as a team to help them succeed.

Learning and Development

At BVIS Hanoi we focus on ensuring young children learn through play and exploration, with support for each individual. We encourage children to develop imagination, to get actively involved in learning and to make decisions.

We make every attempt to develop children's creative and critical thinking, balancing the need for both the children and adults to lead the learning.

1.4 How will my child learn?

Through the Early Years' Development Matters Framework, your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children focus on developing the 3 prime areas as they are considered to be the most essential for your child's healthy development and future learning. These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Alongside the prime areas they will go on to develop skills in 4 specific areas. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These seven areas are used to plan your child's learning and activities. It is a curriculum suitable for very young children and designed to be really flexible so that we can follow your child's unique needs and interests. Every child learns through playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside.

In addition, we use the International Early Years' Curriculum <http://fieldworkeducation.com/curriculums/early-years> to shape the curriculum for these young people.

1.5 Working together

At BVIS Hanoi, we recognise that you are the most important person in your child's life, and they in yours. Therefore, we work closely with you and invite you to take part in various activities including information mornings, celebrations, picnics, activity days and much more.

1.6 How I can help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development and have a really long lasting effect on your child's learning as they progress through school.

If you make time every day to do some of the things detailed below with your child it will make a real difference to your child's confidence as a young learner.

1.7 What to put in my child's bag

- A spare uniform - Sometimes learning and having fun can be messy, so, a spare uniform may be needed
- Swimming / PE Kit (towel and swimming costume). This should be brought during your child's swimming splash pool session
- Hat
- Water bottle
- Library folder on library days

1.8 Swimming

Learning to swim is an important part of the curriculum at BVIS and an important lifelong skill to develop. In Nursery (F2), the children take part in splash pool sessions involving play with water through games and songs. There is no formal swimming instruction at this stage. The focus of our sessions is to build the children's confidence in water and to have lots of fun!

More formal swimming instruction begins in Reception (F3) by kicking their legs in the water and by putting their heads under the water. When the children are ready, they progress to the larger indoor pool in Term 3.

1.9 Our expectations

Both the school and the individuals have expectations of each other:

- Students have the right to expect that the school is safe, secure and friendly. It is the school's responsibility to provide this
- The school expects students to behave in a way that will contribute to a happy environment and will discourage the kind of behaviour that undermines this
- Children should do all they can to ensure a positive learning environment for themselves and for all other children.
- Children must respect the feelings, needs and rights of others and will receive the same in return
- Children should wear the correct uniform and should take pride in their appearance

1.10 Rewards

A child from each class, will be awarded the class 'Star of the Week' certificate. This certificate will be given as a reward for extra effort, consideration for others or any other achievements and will be awarded at an assembly each week. This can serve as an example to other children.

Throughout each day, teachers have the opportunity to award Class Dojo points to children who have demonstrated excellence against one of our personal goals. Parents will be able to track their children's progress in this area by accessing the online site.

1.11 Extra-Curricular Activities

Reception (F3) children have after-school clubs on a Monday and Thursday from 3.00pm to 4.00pm. If you have a child in Nursery (F2) who needs to be collected at the same time as an older sibling in the Primary or Secondary section, then we will provide a childcare service for you during this time.

1.12 Library Books

Every child in the school can borrow library books. These will be checked out by the librarian and the borrower is responsible for their return in good condition. A replacement charge will be levied on lost or damaged books. There are weekly library sessions and all children are requested to change their books during these sessions or during break times and after school, if necessary. Children may, of course, keep the books for a longer period if they so wish, by checking them out again on or before the due date.

1.13 How can I support my child at home?

We encourage you to read books together at home, talk to your child about their day, sing songs, visit museums, go to the park and get involved in physical activities such as swimming. In Nursery (F2), it is particularly helpful for the English teachers if your child can say 'toilet' or 'water' in English. More specifically with writing, you can ask your child to make marks or copy signs or logos they see when they are out and about. Writing their name is always empowering for your child so try to encourage them to recognise and write it. For Maths, tell your child to look out for shapes or numbers in the environment. At dinner time, maybe they could lay the table and get them to count how many family members they have and how many spoons or cups they will need.

There are great number of Parent Information Session held during the year to assist you to help support the development of your child. Every piece of modern research into early years development stresses the importance of parental engagement with your young child. These sessions help you to bond further with and nurture your child's confidence and personal growth. We do commend the sessions to you and look forward to welcoming you to them.

If you have any queries following the reading this handbook, please do not hesitate to contact the Head of Early Years or Head of Primary.

We would be happy to hear from you. We are working together with you, engaged in supporting and developing your child.

