



ST ANDREWS INTERNATIONAL SCHOOL  
BANGKOK  
A NORD ANGLIA EDUCATION SCHOOL



# Key Stage 1 & 2 Handbook

Primary School

# *Welcome to Our Primary School*

At our Primary School, students are given the opportunity to be ambitious in their learning. We achieve this by recognising that each child has different needs and preferences and by tailoring our approach to suit the individual. We teach the English National Curriculum but also incorporate best practices from around the world.

## The Primary School

The Primary School is made up of Key Stage 1, consisting of Year 1 and 2 (children aged 5-7 years); and Key Stage 2, Year 3-6 (children aged 7-11 years). The ambitious outcomes we set for our students see us incorporate the best practices of the English National Curriculum into a topic or project based approach, where learning is integrated into child centred activities. Topics draw on a range of themes providing a balance of History, Geography, Science and STEAM and Literature, ensuring high levels of interest and motivation.

Our high quality teachers know how to get the best out of individual students. They have high expectations and provide work that is both challenging and stimulating.

A vital part of our educational success comes from the partnerships we have with the parents. Through individual contact with teachers, consultation meetings, parent workshops and school celebrations, positive parent relationships are forged. Parents are kept informed about the curriculum and classroom routines in a variety of ways. In our 'Meet the Teacher' evenings in Term 1, parents have the opportunity to learn about their child's new class routines and topics for the year. Parents are sent curriculum letters informing them of the learning intentions for the coming weeks and how they can support their child. In addition, transition year groups (Foundation Stage 3 moving into Year 1, Year 2 moving into Year 3 and Year 6 moving into High School) will have meetings to discuss the changes in curriculum, responsibilities and expectations.

We operate in an open door environment where parents are welcome to come and meet teachers and management to discuss topics that occur throughout the school year. Parent involvement is encouraged and many events are planned that invite the parents into the school and classrooms.



## Facilities

### Key Stage 1

Our Key Stage 1 facilities are of the highest quality. The Key Stage 1 area includes spacious, purpose-built classrooms. The shared areas outside each classroom provide additional space for collaboration. Each classroom is equipped with an interactive whiteboard and a bank of iPads. There is also a separate computer suite. As part of the Key Stage 1 area, there is a Sports Hall, a fitness room and a fully equipped gymnastics area. There is also a purpose-built cooking room that is available for use by all Foundation Stage and Primary classes.

### Key Stage 2

The Key Stage 2 facility has a purpose-built block that houses students from Y3 to Y5, including spacious classrooms equipped with interactive whiteboards. Key Stage 2 students have access to iPads, allowing IT to be easily integrated into the whole curriculum both in and out of the classroom. The building also provides small teaching rooms and shared spaces to accommodate group work.

Our oldest students occupy a quadrangle of their own, also known as the Year 6 Quad. This area has its own covered open air space, which is a great social space but is also used as a learning environment and venue for a variety of concerts and assemblies.



## **The Global Campus**

The Global Campus offers learning opportunities that inspire and challenge Nord Anglia Education students, in more than 61 schools around the world. Throughout the year, students have the opportunity to take part in a range of competitions, interact with students from other schools and complete activities based on the arts, film, mathematics and music. Every child aged 8 and above receives a “Passport”, which can be used to record all of their Global Campus adventures. There is also a section specifically designed for children who are under 8 years old. The Global Campus is used at St Andrews as an exciting teaching and learning resource to promote communication with others around the world. It supports learning in the classroom and encourages all children to have high aspirations in order to achieve their ambitions.

## **Juilliard & MIT**

St Andrews offers students the benefit of unique collaborations with the world’s leading performing arts conservatory, The Juilliard School in New York, and one of the world’s top universities, the Massachusetts Institute of Technology (MIT). These partnerships contribute to an educational experience second to none.

### **Juilliard Collaboration**

Workshops, master classes and performances in school enables our students to interact with Juilliard’s worldwide network of performers and advisors. Students follow an innovative arts curriculum , including Music, Dance and Drama, designed by Juilliard. This collaboration enriches learning and inspires students to get involved with a range of activities across the school year.

### **An innovative MIT designed curriculum, STEAM**

(Science-Technology-Engineering-Arts-Mathematics) inspires students to create and build through hands-on, cross-functional activities and challenges. Visitors from MIT in the USA support the development of our STEAM curriculum and some students will have the opportunity to take part in regional STEAM Fairs.

## **Literacy**

To ensure Literacy tasks are meaningful, lessons are planned and taught within the context of the topic. With an emphasis on speaking, listening, reading and writing across Key Stage 1 and Key Stage 2, the children are provided with the skills that enable them to access and produce a range of fiction and non-fiction texts.

In Key Stage 1, emerging reading and writing skills are developed through a range of media and genres including: stories, report writing, poetry, computing, instructions and non-fiction texts.

In Key Stage 2, fiction genres include: stories in familiar settings, myths and legends, fantasy stories, play scripts, poetry and classic fiction. Non-fiction genres include: recounts, reports, explanatory texts, persuasive writing, discussion texts and biographies. Lessons are planned to include a wide range of text, sentence and word level activities with children building upon what they have previously learned.

There is a proud culture of reading at the school and the students have access to a wide range of books in the classroom and in the library. Children may read individually with teachers or in group sessions and we use books from a range of reading schemes. The emphasis is on reading for meaning with time spent discussing each book. Follow up activities ensure that children develop a high level of reading comprehension.

Speaking and listening skills are an integral part of our curriculum. The children are encouraged to talk and listen to each other in groups or during whole class discussions. They are also given the opportunity to speak in front of larger audiences. This helps to progress their skills as both a listener and speaker and to develop a sense of audience awareness. Activities such as role-play, hot-seating and drama also encourage the children to become more confident speakers. Reading and writing activities are used to assist in the development of talking & listening skills.

Throughout the school, EAL teachers are available to provide English language support during Literacy lessons as well as extra times during the week to boost the children's understanding of English.





## Numeracy

Maths Mastery techniques are used in both Key Stages of the Primary School. Pupils are expected to achieve a high level of competence in each area of the curriculum before progression.

### Key Stage 1

Where topic links are possible, mathematical skills are taught within the theme. This is particularly useful in making mathematics a real life experience for the children e.g. measuring for a purpose, handling data and money exchange. Often teachers will include a mathematical element into topic work, where it forms part of a wider focus; for example, collecting and recording data about favourite toys or foods. In Key Stage 1, early number work is reinforced and developed, together with a deeper understanding of shape, measurement, time and statistics. Our aim is to enable children to use their skills in real life situations and engage in meaningful problem solving. Many strategies are employed to ensure that the children understand the reasoning behind the calculation as well as the methodology. Mathematics is a practical experience for the children, utilising many appropriate resources. As in other areas of the curriculum, Learning Support teachers offer extra support to ensure every child understands the concepts taught.

### Key Stage 2

Most Maths lessons are taught outside of the topic theme and focus on the key objectives set out by the Maths Curriculum. The key objectives are aligned to the strands:

- Using and applying mathematics
- Number
  - *Place Value*
  - *Addition and Subtraction*
  - *Multiplication and Division*
  - Fractions*
- Geometry - properties of shape
- Measurement
- Statistics

The mathematics teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning. Children are challenged to think and work independently and are provided with the appropriate level of support. These lessons often provide a range of hands-on activities. Resources are drawn from a variety of alternatives to provide children with a meaningful and stimulating approach to Maths. Ability grouping is limited as all lessons are differentiated to meet the needs of the individual student.



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Tinggi Antarabangsa





## Science

During Key Stage 1 and 2, students explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and make links to scientific principles. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They can then share their ideas using scientific language, drawings, charts and tables.

Science is often used as the focus for the topic theme and will, therefore, be explored from many perspectives. This ensures a greater level of interest and understanding on the children's part. We teach the British National Curriculum's Science Programmes of Study to ensure continuity and progression across Key Stage 1 and into Key Stage 2.

In Key Stage 1 children's skills and understanding develop through a range of topics such as Growing Plants, Ourselves, Using Electricity and Forces and Movement. There is a great emphasis on hands on, investigative Science with flexible timetabling allowing opportunities to pursue children's interests and to develop the whole experimental process.

In Key Stage 2 the topics are Keeping Healthy, Earth, Sun and Moon and Habitats, to name a few. These enable students to explore many aspects of science and consider science in a wider context. Students learn how to make hypotheses and draw conclusions. Emphasis is also placed on learning and understanding appropriate science vocabulary and mastering the skills necessary for students to record their work appropriately. In Year 6 contacts are established with the High School to enable a smooth transition into the science environment of Key Stage 3.



## Computing

Many of our youngest children come to school as confident users of technology, having never lived without access to the Internet, mobile technologies and digital photography. Children do not fear this technology but regard it as a normal part of everyday life. And so at school, Computing is used throughout the curriculum in Key Stage 1 and is well resourced. It is taught both via discrete lessons in our IT Suite using PCs, and in the classrooms, using a wide range of software and peripherals, including Bee Bots, Pro Bots, iPads and iPod Touches, cameras and video cameras. Each class is also equipped with a Promethean Interactive Whiteboard to enhance the children's learning experience. Lessons are linked to our topics ensuring the learning is relevant and challenging, allowing the children to fully develop a wide range of skills, enabling them to become confident, responsible users of technology. By the end of Key Stage 1, children will understand how IT can be used to communicate and handle information, control and monitor events, and model real and imaginary situations. Through the use of iPads in the classroom children will learn how to collaborate, create and reflect on their own learning. All online learning is monitored by the teacher and children are taught about Internet safety in an age appropriate manner to create a safe environment.

Computing is an integral part of the curriculum and learning technologies are integrated into almost all subjects in order to enhance teaching and learning. Discrete IT lessons are used to:

- Develop computing capability, including their knowledge and understanding of the importance of information and how to select and prepare it;
- Develop their skills in using hardware and software to manipulate information to solve real-life problems;
- Develop their ability to apply IT to support their use of language and communication;
- Explore their attitudes towards IT, its value for themselves, others and society;
- Develop the pupils' digital literacy and help them become responsible citizens in the online community;
- Increase their awareness of technology's advantages and limitations.

Students are taught to use common Microsoft programmes such as Word, Excel, PowerPoint, Publisher, alongside a range of other packages with increasing skill and confidence. We also cover a very wide range of specialist software to enable children to develop other skills such as computer control and monitoring, programming, modelling, handling data and sounds and graphics. Many IT projects are incorporated into topic teaching such as making a chapter book in Publisher as part of the Year 6 project on Fantasy Worlds, or using dataloggers to measure the noise pollution in Lumpini Park as part of the Year 5 topic on the environment. We have a wide range of opportunities to use IT as part of our extra curricular programme, throughout Primary, including web design, computer graphics and animation.

## History and Geography

### Key Stage 1

Lessons are based upon child centred activities to ensure maximum motivation and interest from the children. In History and Geography, we aim to develop knowledge, skills and understanding relating to the lives and lifestyles of people in the recent past, and about the children's own environment and the people who live there. This enables children to develop an awareness of the wider world. These subjects are often the focus of a topic theme, for example Toys, Transport, and Pirates. Trips to relevant places of interest off the school site are also a key part of the History and Geography curriculum.

### Key Stage 2

In Key Stage 2, Geography is about continuing to foster a spirit of exploration, and developing knowledge, skills and understanding relating to people, places and environments both in Thailand and overseas. Geography topics include Rainforests, Natural Phenomena, Africa and Thailand. Geography will often be included as part of other topic themes such as Stories from Around the World, Myths and Legends, and Habitats.

History opens opportunities to develop children's skills as Detectives, through learning about the development of the ancient and modern world and introducing children to what is involved in understanding and interpreting the past and present world. History topics range from Ancient Greeks and Ancient Egypt to learning about Thailand from a historical perspective. History will also be included as part of other topics such as Biography, Myths and Legends, and Famous People. In these cross-curricular projects, children will be involved in a wide range of exciting activities incorporating a range of skills, and drawing on other subjects such as Writing, Art, Design Technology (DT), and IT. Educational visits to relevant places in and around Bangkok also form an integral part of the children's learning in both History and Geography.



**Multiplication**  
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✓ multiplied by  
✓ multiply ✓ product  
✓ groups of ✓ lots of  
✓ times table  
✓ times

↔  
**Inverse**

**Division**  
÷  
✓ divided by  
✓ share ✓ divide  
✓ share equally  
✓ divisible by  
✓ divide into ✓ group

↔  
**Inverse**

**50 Times Tables Challenge**

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1000 2000 3000 4000 5000 6000 7000 8000 9000 10000

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100000 200000 300000 400000 500000 600000 700000 800000 900000 1000000

**House Po**

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1000	2000	3000	4000	5000	6000	7000	8000	9000	10000
10000	20000	30000	40000	50000	60000	70000	80000	90000	100000

**R6**



## Art and Design Technology

Art and Design Technology (DT) provides opportunities for children to:

- Stimulate their creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- Develop their understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- Explore ideas and meanings in the work of artists, crafts people and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- Learn how to make thoughtful judgements and aesthetic and practical decisions, and become actively involved in shaping environments.

### Key Stage 1

During Key Stage 1, Art and Design is about developing children's creativity and imagination through providing art, craft and design activities that relate to their own identity, experiences and topics. They will use natural and man-made objects and materials with which they are familiar.

### Key Stage 2

Art and Design Technology (DT) are an important part of the topic based curriculum. The curriculum is carefully planned to ensure a range of skills are taught in a wide variety of media. In Art, students have the opportunity to work using a range of media and a variety of printing techniques in addition to drawing and painting. In DT, we teach a full range of areas including food technology, textiles and pottery.



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## Thai

The Thai curriculum is developed in themes that correspond, where possible, to those taught in other subjects. If a topic is not compatible then similar skills are developed in a related Thai topic e.g. replacing bears with elephants. In this way, the vocabulary, activities and experiences are familiar to the pupils and links between Thai history, culture and language and the wider world can be more effectively created. Thai language, covering speaking, listening, reading and writing skills, is taught each week. However the curriculum is organised to ensure that there is clear progression from a first encounter with Thai language to fluency. Children are organised into groups so that they are studying with children of a similar level - this means that there is a mixture of Thai and other nationalities studying together. We have found that this raises the status of Thai language teaching within the school and recognises the importance of proficiency in Thai speaking, reading and writing to all children living in the country, whether short term residents or Thai citizens.

## Native Languages

We want all children to be fluent in their native language as well as English. In school we are currently able to provide native language programmes for Japanese, Korean, German and French. If a child is a native speaker of one of these languages, they will be offered the opportunity to study that language each week with a native language specialist teacher. These programmes start in Foundation Stage 3 and are studied as part of the school curriculum. Each course is structured to deliver age appropriate teaching focused on the core literacy skills of speaking, listening, reading and writing. Since most children will be orally fluent in their native language, with Key Stage 2 children there will be an emphasis on the development of reading and writing to support children in becoming independent readers and writers of their own language. This programme is only a few hours every week, but does give the children the opportunity to learn together with friends who have the same native language. Where possible the topics covered in their mainstream classrooms provide the content for the native language lessons too.

## Modern Foreign Languages (MFL)

In Key Stage 2 students choose French, Mandarin or Spanish as part of the Modern Foreign Language Programme. There is an emphasis on creating a fun learning environment to enable the children to develop skills in speaking, listening, reading and writing and an understanding of culture. This early grounding ensures that children who wish to study these languages as an examination subject in later years will have a strong foundation upon which to build.





## Physical Education (PE) and Swimming

Specialist PE and Swimming lessons ensure that all children in Primary are given the opportunity to stay active and learn about the importance of teamwork and cooperation. Whilst all lessons are fun, the PE and swimming curriculum is skills based, enabling students to learn essential skills in a wide variety of sports including basketball, football, athletics, badminton, dance and gymnastics. Those who wish to play a sport at a competitive level are offered the opportunity to play in a number of successful school teams and take part in tournaments across Bangkok or internationally. If needed Learning Support teachers are also available to support PE lessons and Swimming lessons, allowing all children to enjoy these physical activities. Regardless of ability we want children to enjoy sport and encourage them to try as many activities as possible.

## Music

At St Andrews we are privileged to be part of the Juilliard-Nord Anglia Performing Arts Programme. This programme combines a collection of carefully developed resources alongside hands on experiences with music professionals to maximise student engagement with Music. We prioritise creativity, rigorous thinking and access to artistic excellence through the exploration of the 12 Core Pieces of Music.

Music is an active and hands-on subject where children sing together and create their own music with a wide range of musical instruments available for them to use. We encourage curiosity and offer opportunities for reflection on the children's and selected composers' creative processes.

From Year 1, the children make use of keyboards as part of the curriculum. This allows the children to develop their understanding of key musical concepts and to see the relationship between musical sound and notation. As the children progress through to Year 3 and 4, they use the keyboards in a creative way to explore melody and harmony. In Years 5 and 6, students are given the choice between learning a String, Brass or Woodwind instrument. They are provided with an instrument and learn to play as part of a class ensemble.



## **Learning Support**

St Andrews has a well established reputation for learning support. We are able to offer support to pupils with a wide range of needs from dyslexia and mild learning difficulties to physical disabilities. All children receiving learning support are integrated into mainstream classes, enjoying the same curriculum opportunities as their peers. Support is provided in a variety of ways, with different, bespoke programmes being offered to cater for every student.

### **Key Stage 1**

When the needs of a child are identified they will either be given in class support or will be withdrawn in small groups to enable them to fully access the curriculum. In some cases the child has 1/1 support and is withdrawn for Literacy and Numeracy. There is a great emphasis placed on the development of motor skills and this is addressed with programmes such as Move to Learn and Activate. Targeted lessons to improve fine motor skills are also included in the school day if deemed necessary.

### **Key Stage 2**

Key Stage 2 children may be supported in literacy and numeracy as part of a small group of up to 8 students working at a similar level. Group work provides greater motivation for students and enhances their self-esteem. Some children may require a part time or full time learning support assistant in class to enable them to access the mainstream curriculum and work alongside their peers. We also offer extra-curricular activities at lunchtimes or after school that are often designed for children's learning support needs.

In both Key Stage 1 and 2 the progress of children requiring learning support is closely tracked and targets set. We employ a team of specialist learning support teachers and assistants who work closely with class teachers to provide for each child's needs and closely monitor their progress.

It is important that parents applying for admission to St Andrews provide as much information about their child's individual needs as possible. This will allow us to put in place the appropriate support from the outset. Discussions with the Head of Phase at the initial meeting and before the assessment day also ensure that proper preparations have been made for each child.

### **STARS Programme**

The STARS Programme aims to support children who have extensive learning needs and would find full inclusion in a mainstream classroom too challenging. It is a focused, individualized programme where children may be withdrawn in a small group with their peers or one to one with specialist learning support teachers and supported by trained assistants to develop the key skills the child requires.

## English as an Additional Language (EAL)

Whilst the level of social English among pupils in Primary is usually good, some students coming to school require additional support to enable them to develop the everyday and academic language required to operate successfully in school.

We provide different levels of support depending on the EAL needs of your child. For the most part, children with EAL needs are supported within mainstream classes. Some children may need to be withdrawn from literacy to work within a small group. The EAL curriculum is tailor-made to meet the needs of each group of students and ensures that children do not miss out on any important elements of the literacy curriculum that were taught lower down the school. In Key Stage 2, EAL students will also have English lessons during MFL time instead of starting another language.

Our aim our EAL programs is to integrate the children into mainstream literacy so they are able to work independently as soon as possible. Monitoring and evaluation is carried out throughout the year and children are moved off EAL support when we feel they are able to manage the demands of the literacy curriculum independently and no longer need EAL support. Please contact admissions for more details about the specific EAL programmes and their costs.





## Communication

### *Assessment and Reporting*

Students are informally assessed by teachers on an ongoing basis and this assessment is used to inform weekly planning. A variety of formal assessments in Literacy and Numeracy take place each term across Key Stages 1 and 2. The results are passed to the Head of Phase and entered into a database enabling us to closely track student progress and tailor the curriculum to meet the needs of all learners. We also have a variety of intervention programmes to support students who are not making the expected progress.

Reporting takes place three times a year. In the second half of Term 1, parents receive a consultation letter giving a brief report of the student's progress in Literacy and Numeracy and a comment about their general progress. Targets are set for the following term. This format is then repeated in Term 2. In Term 3 parents receive a long report, detailing the student's progress in all subjects.

### *Parent Consultation Days*

At the beginning of Term 1 Year Leaders will send parents the e-mail contact details of the teachers in that year. This allows parents to communicate directly with the teachers and for teachers to be immediately informed of any concerns or issues to do with a child. Teachers will not usually be able to reply immediately due to teaching commitments but will make an effort to reply as soon as possible at the end of the school day. Please email a teacher if your child will be absent from school.



## Homework

### Key Stage 1

Reading books are sent home every night and may be changed when the reading log has been signed by the parent or teacher. Spellings will go home once a week; these are normally selected from the key frequency word lists and accompanied by a spelling activity. Sometimes Maths homework will come home in the form of a game or follow-up activity related to the week's learning.

### Key Stage 2

Each class teacher will establish a homework routine at the start of Term 1. There might be a piece of Literacy, Spellings or Numeracy, or it might be a project or practical activity. This will also be available to both parents and students through Moodle.

## Reading

In addition to homework tasks set by the teacher, students should read every evening. Students may read with an adult or independently. Parents are asked to complete the reading record to confirm that reading has taken place. In school the children will take part in guided reading sessions which specifically target their skills of predicting, summarising, explaining, defining and questioning.



## **Trips and Residentials**

Throughout Key Stages 1 and 2, children will have the opportunity to go on a variety of day trips in and around Bangkok. Educational visits enhance the children's understanding and enjoyment of what they are learning and provide the students with a wider experience than is offered within school. Trips will usually take place within normal school hours and snacks, drinks and lunch are provided by the school canteen. Children are requested to wear their uniforms on day visits to enable them to be easily identified and bring hats to protect them from the sun. Parents will be notified in advance of all trips. We welcome parent volunteers, but this should be arranged with the class teacher prior to the trip taking place.

From Year 3, students will take part in a residential visit each year. These vary year on year depending on the availability of venues. Residential visits play a crucial part in a child's development, enabling them to develop independence and build confidence away from the family. All children should be given the opportunity to attend wherever possible. Parents will be advised about plans for the trips well in advance through a meeting with teachers involved. A full list of clothing and equipment will be provided and special dietary requirements catered for.

# The School Day

## School Hours

Foundation Stage 1	7:45 AM - 12:00 PM
Foundation Stage 2	7:45 AM - 12:00 PM or 2:30 PM
Foundation Stage 3	7:45 AM - 2:30 PM
Year 1 to Year 13	7:45 AM - 2:30 PM

## ECA (Extra Curricular Activities) Times

Foundation Stage 1 - 2	3:15 PM - 3:45 PM
Foundation Stage 3 - Year 13	2:45 PM - 3:45 PM / 3:45 PM - 4:45 PM

## Snacks and Lunch

Our snacks and lunch provider Epicure prepares healthy, vegetarian and non-vegetarian lunch options for sale in the canteen. Parents can opt in by paying for food on each term's invoice or by purchasing daily vouchers. Alternatively you may also choose to have your son/daughter bring food from home. For the health and safety of all students, please be reminded that St Andrews is a Nut-Free school.

## Extra Curricular Activities Programme (ECAs)

Students can use their free time to become involved in a number of activities at second break and after school. The Extra Curricular Activities Programme is offered as a 9-10 week programme each term starting at 2:45 PM. Some popular ECAs have a second round from 3.45pm but these tend to be for our older Primary Students. There is also a growing ECA programme held on Saturdays. The precise activities offered vary each term, but include sports, drama, art, music and other creative pursuits. All teachers in school offer an activity each term with some running throughout the year. There are also external providers of specialist activities such as Football, Lego, Clayworks, Little Scientists, Gymnastics, Dance and more. If a student joins clubs offered by an external provider, there is an extra payment. Students sign up for these activities at the beginning of each term via Moodle. Other sports teams and drama productions run alongside the ECA programme to give further opportunities for students.



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## Starting School

- Your child will be given a timetable by the class teacher. Please note which days PE and Swimming take place and remember to send the right kit to school on that day. In Key Stage 2, please also make a note of Music days as your child may need to have their instrument at school.
- Label all items of clothing and bags to enable them to be identified easily as they often become mislaid when changing for PE and Swimming.
- Please provide a hat for your child to wear at school. We have a recommended school hat which can be purchased from the Uniform Shop, but younger children may prefer a favourite hat from home that they can easily identify.
- In Key Stage 1, please provide a change of clothes for your child.
- Please do not send your child to school sick as illness can spread.
- If your child has any medication, please give this to the school nurse with instructions for when it needs to be administered.
- Let teachers know if there are any changes in your child's normal routine or circumstances, e.g. a new nanny, medication, etc...
- Please send your child to school on time. It can be stressful for children if they are late and arrive at school after 7:50 AM. This will cause them to miss the start of normal lessons. To avoid any parking problems please make use of our free shuttle bus services from Ekamai BTS and Max Valu on Sukhumvit 71 or park at Suk 71 and walk the short distance into school. Details on request.
- With younger children, always say goodbye to your child clearly and swiftly, even if this upsets them for a short time - it builds trust and children learn that you will return. We will always contact you if your child is still upset after a short period, but lingering can cause them confusion. If you have any worries about your child entering school - please talk it through with us.
- It is important to establish routines. Please send your child to bed early and make sure they have enough sleep. If you have any worries or concerns please contact the class teacher by email or make an appointment to meet them in person.

St Andrews has an Open Door Policy, and though we hope to have answered many of your questions here, we encourage you to talk to the class teachers and Year Leaders who will be able to answer specific queries.

We look forward to welcoming you and your children to St Andrews!

**St Andrews International School Bangkok**

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