

Kabete International School

Pre-Preparatory and Kindergarten

"The School in a Garden"

Established 1979



Parent Handbook

2018-19

Dear KIS Parents

On behalf of the teaching and leadership team, I am delighted to welcome you to the 2018-19 academic year at Kabete International School (KIS).

KIS welcomes a diverse community of children with a range of cultural, and educational backgrounds, languages, talents and abilities. Our dedicated Kindergarten and Pre-Prep school, surrounded by stimulating play areas and woodland, provides the best possible start in life for children to fulfil their potential. A learning environment where confidence is nurtured and new friends are made.

Entering Playgroup, Foundation and Reception is a welcoming experience where exploratory self-directed learning rooted in meaningful play is emphasised. Children build their confidence as they learn to explore, think about problems and to relate to each other. Children are encouraged to express their feelings and ideas verbally, whilst beginning to consider and respect the thoughts and feelings of others.

In Year 1, initiative, curiosity and risk taking are encouraged as children begin to think for themselves and take greater responsibility for their words and actions. As the children's learning widens to embrace core subjects, they feel safe to challenge themselves, to try out ideas and learn from mistakes.

At KIS, positive home-school partnerships strengthen children's successful learning and I encourage parents to actively participate in the KIS school life and to feel free to contact myself or their class teacher with any ideas or concerns.

We are excited to be working with you this year and on behalf of the KIS team, I wish you a wonderful and enriching academic year.

Mrs Sue Small

Head Teacher

Kabete International School

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TEACHING AND LEARNING AT KIS

The programmes of study at KIS are guided by the Early Years Foundation Stage (EYFS) and Key Stage 1 of the English National Curriculum (NC). At KIS, children's curiosity and enthusiasm for learning is ignited through playing, exploring, questioning and creating. Our flexible learning spaces adapt to each child's readiness, learning style and interests to foster engagement and involvement as they encounter all areas of the curriculum and make sense of the world through direct experience.

A sense of belonging and self-confidence is fostered through warm positive relationships which support effort and nurture individuality. Parents are encouraged to take an active role in their child's learning and are kept informed as to current topics and learning priorities for their child.

STAFFING

Each class is staffed with a class teacher and a full-time teaching assistant. In the playgroup classes, there are two teaching assistants. See the list of class teachers and teaching assistants at the end of this handbook.

PARENT-TEACHER MEETINGS AND REPORTING

In all classes, ongoing formative assessment is used to track individual progress and to support each child's learning and development by guiding future planning. Parent-Teacher Meetings are scheduled by class teachers in the first and third term for children in Year 1, Reception and Foundation, and written progress reports are sent home in December and July for all children.

HOMEWORK

Children in Year 1 get 10-20 minutes spelling and reading homework, and in Reception and Foundation (from Term 3), 10 minutes reading homework is sent home. Parents are encouraged to enjoy 10 minutes reading with their children at home. A list of suggested activities is included at the end of this handbook with ideas for parents to support their child's learning at home

PARENTS CONTACT INFORMATION

It is essential that the school office has up-to-date names, addresses, telephone numbers, and emails for parents and guardians, including someone who will serve as emergency contact. The emergency contact is someone whom your child knows and has agreed to make medical or other urgent decisions on your behalf if the school cannot contact you. More than one emergency contact person is preferred. Parents are requested to also please notify the school office of any change of address, email or telephone number.

TEMPORARY GUARDIANSHIP WHEN PARENTS ARE AWAY

In the event both parents are away due to travel, they must delegate parental responsibilities to another adult temporary guardian fully charged to act on their behalf. In such cases please notify the school in writing prior to travel. The named adult guardian must be able to serve in the capacity of *in loco parentis* guardian (with full legal authority to make parental decisions to ensure appropriate supervision and care), including being able to respond and act in case of a medical emergency.

TERM DATES FOR 2018-19 ACADEMIC YEAR

September Term

First Day of Term: Tuesday 4th Sept 2018

Half Term (after a normal school day): Friday 12th Oct 2018

Resumes from Half Term: Monday 22nd October 2018

Last Day of Term: Thursday 6th Dec 2018

January Term

First Day of Term: Tuesday 8th Jan 2019

Half Term (after a normal school day): Friday 8th Feb 2019

Resumes from Half Term: Monday 18th Feb 2019

Last Day of Term: Thursday 28th March 2019

April Term

First Day of Term: Wed 24th April 2019

Half Term (after a normal school day): Wednesday 29th May 2019

Resumes from Half Term: Tuesday 4th June 2019

Last Day of Term: Thursday 4th July 2019

SCHOOL TIMES

Year 1 and Reception classes: Children should be in school no later than 8:30am and collected at 3:30pm and 3:15pm respectively.

Foundation and Playgroup classes: Children should be in school by 8:45am and collected by 12:00pm.

Upon arrival in the morning, children go directly to their classrooms. Parents are requested to walk their children to their classrooms in the morning.

There is no school on Friday afternoons. **Playgroup and Foundation** children are to be collected by 12:00pm.

Reception children at 12:15pm and **Year 1** children at 12:30pm.

Children are collected in their classrooms by parents at the end of school.

Children should be in school on time and collected on time please. Please make sure your teacher knows who is collecting – whether an ayah, driver or another child’s mother or father. *Any child who has not been collected by 3.45pm (Mon–Thurs) and by 1:00 on Friday will be taken to the School Office and must be collected in person by the parent or driver from the Office.*

If parents have to collect their child earlier in the day, they are requested to call Christine in the office to let her know (0716 639282).

ABSENCE DUE TO ILLNESS

Parents are requested to call or email Christine in the school office before 8:30 if their child will be absent that day.

The School Office phone number is 0716639282 and the email address is info@kabete.net.

MEDICATION

To give your child the best chance to quickly recover, you are requested to keep your child at home if he/she is not well. In the event your child is prescribed antibiotics, you are requested to keep your child at home for the first 48 hours. When your child returns to school and is on medication which needs to be administered during the school day, parents are requested to hand the medicine directly to the school office with the child’s name and the dosage clearly marked on the container together with a note advising how to take the medication. Medicines will not be administered to children without the parent’s written instruction.

REQUESTS FOR LEAVE OF ABSENCE

Parents are asked not to take children on holiday during school term time. Requests for leave of absence for medical or dental appointments should be directed in writing to the class teacher.

All other requests for special leave of absence should be directed to the Head Teacher in good time and in writing.

It is essential for the school to have accurate information concerning the whereabouts of pupils at all times.

LUNCH and BREAK TIME SNACKS

These are cooked on the premises by our new chef. Vegetarians are catered for.

Please ensure that you have filled in and returned the form sent by the school office requesting information about allergies or foods that you would prefer your child not to eat.

On Friday, children may come to school with their own healthy snacks for break (something with no nuts). Playgroup T children may bring their own snacks every day.

We love to celebrate birthdays but teachers would appreciate knowing beforehand if you plan to bring a cake into school. We suggest that you bring a simple cake without nuts.

LOST PROPERTY

Items left at school are collected at the end of the day and put into the school office. They should be claimed as soon as possible the following morning. At the end of each term, any remaining unnamed items are donated to the less fortunate.

Please assist us by ensuring that all clothing and other personal items are always clearly named before being brought to school. We recommend a company called I-Label (0701 301 799).

SCHOOL UNIFORMS

School uniforms can be purchased from Haria Uniform Shop in Satrit Centre. Imported school uniforms from the UK can be purchased through Once Upon a Child: Website: onceuponachild.co.uk. Tel: 0786 178 771 or 0700 898 774.

Girls (all well labelled)	Boys (all well labelled)
<ul style="list-style-type: none">• Blue pinafore dress• Blue school blouse• Navy blue cardigan or fleece• For PE: White polo short and white shorts• Navy blue track suit (optional)• Ballet outfit and ballet shoes• A hat to keep in school• Swimming costume• A towel and swimming aid if necessary	<ul style="list-style-type: none">• Navy blue shorts• Short sleeved blue short• Navy blue long-sleeved pullover or fleece• For PE: white polo short and white shorts• Navy blue track suit (optional)• A hat to keep in school• Swimming trunks• A towel and swimming aid if necessary

Playgroup T children may come to school every day in sensible home clothes.

On Fridays, children may come to school in sensible home clothes. Foundation and Playgroup children can bring in a bike or push along toy on Fridays.

HATS

It is a strict rule that hats must be worn **at all times** for outdoor activities. Inevitably, these get put on and taken off throughout the school day and do get mislaid quite regularly, so it is **very important that they are clearly named** so that they can be quickly returned to their owners.

CAR PARKING

The main vehicle entrance comprises a small parking area for dropping and collecting your child. All cars are required to have a KIS sticker clearly displayed on the front windscreen (these are available from Christine in the school office). There are also parking spaces outside the school gate.

To avoid problems and to keep the children out of harm's way, PLEASE: Do **not** 'double-park' in the car park; Follow the askaris' advice (even if you disagree with it) and show them the respect they deserve for doing a difficult job.

IMPORTANT: All children must be accompanied by an adult in the car park until they are inside the school building in the morning; and at the end of school, children must be accompanied by an adult from the school building to their car.

Please ensure that your driver is made aware of the above requirements.

TEACHING STAFF AT KIS

Head Teacher

Mrs Sue Small

Deputy Head

Mrs Bina Bhullar

Mrs Raakhe Mediratta : *Year 1*

Mrs Aisha Dean-Cocker : *Year 1*

Ms Caroline Andati : *Year 1 Teaching Assistant*

Ms Jacqueline Andove : *Year 1 Teaching Assistant*

Mrs Aliyah Bhanji : *Reception*

Mrs Irene Kabiru : *Reception*

Ms Lucy Gakonya : *Reception Teaching Assistant*

Ms Elsie Nguru : *Reception Teaching Assistant*

Mrs Bina Bhullar : *Foundation*

Mrs Munni Channa : *Foundation*

Ms Racheal Kinyajui : *Foundation Teaching Assistant*

Ms Frashiah Munyua : *Foundation Teaching Assistant*

Mrs Catherine Waithiru : *Playgroup*

Mrs Tanya Wood : *Playgroup*

Ms Eunice Achungo : *Playgroup Teaching Assistant*

Ms Pauline Ngina : *Playgroup Teaching Assistant*

Ms Cecelia Kibugi : *Playgroup Teaching Assistant*

Ms Mercy : *Playgroup Teaching Assistant*

Ms Valerie Lang'at : *Music*

Visiting Sports and Activities Staff

Wendy Jenkins : *Ballet*

Coach Wawe : *Football*

IDEAS FOR PARENTS TO SUPPORT THEIR CHILD'S LEARNING AT HOME

By the end of Reception, most children will have achieved the Early Learning Goals (ELGs). There are 17 ELGs across the seven areas of learning. The seven areas of learning and the ELGs are outlined below, together with some ideas of how you can support your child to achieve them:

Personal, Social and Emotional Development

Your child will work towards achieving these goals	How to help your child
<ul style="list-style-type: none"> ✓ Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. ✓ Be confident to try new activities, and say why they like some activities more than others. Be confident to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities. Say when they do or don't need help. ✓ Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> ✓ Arrange opportunities to play with others ✓ Spend time chatting ✓ Ask questions ✓ Introduce table manners ✓ Practise sharing and taking turns ✓ Play turn-taking games ✓ Praise positive behaviour. Challenge negative behaviour towards other children and adults ✓ Give examples and explanations about caring for the environment and all living things ✓ Encourage your child to be independent and make choices ✓ Recognise and enjoy your child's successes

Communication and Language

Your child will work towards achieving these goals	How to help your child
<ul style="list-style-type: none"> ✓ Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity. ✓ Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences and in response to stories and events. ✓ Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> ✓ Engage in conversation, speaking in your home language ✓ Encourage speaking in phrases and sentences ✓ Enjoy songs and rhymes together ✓ Play games which involve listening for a signal, such as 'Simon Says' ✓ Listen to made up stories ✓ Share books together ✓ Listen to your child and take account of what they say when you reply ✓ Talk to your child about what they have been doing and help them remember and talk about events

Physical Development

Your child will work towards achieving these goals	How to help your child
<ul style="list-style-type: none"> ✓ Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. ✓ Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> ✓ Plenty of exercise, going to the park/ swimming etc. ✓ Playing games with rules- fast/ slow/ stop/ start ✓ Ensure correct grip of pencil and scissors ✓ Show your child how to handle scissors with care ✓ Use play-dough to develop finger muscles ✓ Use jigsaws and puzzles ✓ Use tricycles and bicycles safely ✓ Provide and talk about healthy food choices ✓ Provide clothes and shoes which enable independent dressing ✓ Ensure good toilet/ hygiene training

Literacy

Your child will work towards achieving these goals	How to help your child
<ul style="list-style-type: none"> ✓ Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Also read some common irregular words. Demonstrate understanding when talking with others about what they have read. ✓ Use their phonic knowledge to write words in ways which match their spoken sounds. Also write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> ✓ Go to the library ✓ Share books together ✓ Enjoy the books sent home from school ✓ Point out labels in shops ✓ Play games like word letter bingo ✓ Encourage drawing and colouring ✓ Encourage your child to recognise and write their name and other familiar words ✓ Pick out letters from name ✓ Encourage writing in correctly formed lower-case letters ✓ Involve your child in everyday literacy such as writing a shopping list, reading what is going to be on television, reading birthday cards

Mathematics

Your child will work towards achieving these goals	How to help your child
<ul style="list-style-type: none"> ✓ Count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing. ✓ Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> ✓ Ask for bigger/smaller items when shopping ✓ Set the table using three cups, plates etc. ✓ Practise counting as you walk along ✓ Ask for one more/less ✓ Talk about different shapes ✓ Use number rhymes and songs ✓ Use everyday objects for matching and counting ✓ Practise correct number formation ✓ Point out and talk about patterns

Understanding the World

Your child will work towards achieving these goals	How to help your child
<ul style="list-style-type: none"> ✓ Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions. ✓ Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes. ✓ Children recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. 	<ul style="list-style-type: none"> ✓ Point out interesting features such as different cars, insects ✓ Encourage your child to explore puddles, trees and different surfaces such as grass or pebbles ✓ Discuss the changing seasons ✓ Tell stories about places and journeys ✓ Talk to your child about their home and how it might be different to other children's homes. ✓ Tell them about your school or childhood ✓ Ask about the class topic ✓ Support use of scissors and junk-modelling ✓ Encourage use of the computer if you have one, or visit the library to use theirs

Expressive Arts and Design

Your child will work towards achieving these goals	How to help your child
<ul style="list-style-type: none"> ✓ Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ✓ Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ul style="list-style-type: none"> ✓ Appreciate all the works of art that are sent home ✓ Develop your child's imagination and talk with them about their ideas ✓ Sing along/ admire their singing ✓ Clap to tunes ✓ Join in their dancing ✓ Encourage them to mix paint, colour, make models, cut out, glue ✓ Give opportunities for role-playing