



Infant School Profile

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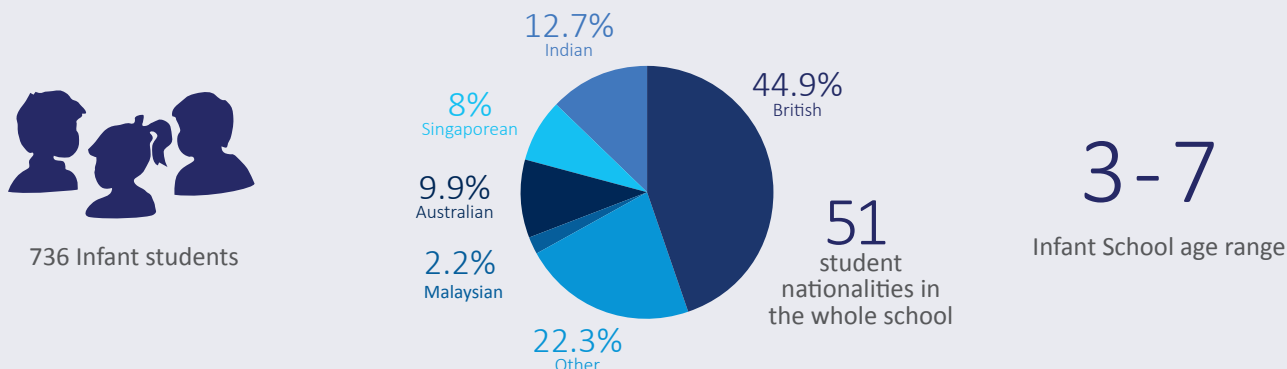
Tanglin Trust Infant School

Tanglin Trust Infant School (Nursery to Year 2) cultivates a love of learning through a broad and balanced curriculum.

While the Infant School curriculum encompasses elements of the English National Curriculum, it is developed to reflect the needs and circumstances of our children and our international location.

- Nursery and Reception children follow the Early Years Foundation Stage (EYFS) Curriculum
- Years 1 and 2 children follow the Key Stage 1 (KS1) English National Curriculum

The Infant School offers creative learning opportunities in a stimulating environment. Our strong pastoral ethos helps the children to feel safe, secure and happy to learn. We value each child as a unique individual and work hard to nurture their personal strengths and interests.



Interview with Paula Craigie

Paula Craigie, Head of Infant School, shares her experience at Tanglin and her hopes for the future of the Infant School.

What is your role as Head of Infant School? What do you most enjoy?

I have been at Tanglin since 2004 and I became Head of Infant School in 2014. My role is to lead the school effectively and to ensure that all children and staff flourish and reach their full potential.

I relish the diversity of my role. I can be involved in small activities including reading to all the Infant classes and teaching yoga to Year 2, to delivering large year group and end of term Infant assemblies.

Tell us a bit about yourself. What is your background?

I began my teaching career in London, where I was also awarded a scholarship to study an MA in Education. In 2002, I was looking for a new challenge, so we moved abroad. I was Head of Year at a large international school in Kuala Lumpur before moving to Singapore in 2004.

I am also a Lead Ofsted Inspector and regularly inspect schools in the UK. This has enabled me to keep up to date with the British curriculum and to ensure that we are at the forefront of educational best practice, as does being part of the Independent Association of Prep Schools (IAPS).

What are the unique qualities of the Infant School?

We are totally focussed on the needs of our children. Our staff are committed to delivering a personalised curriculum to every child, making learning relevant and memorable. This ensures that every child progresses in line with their individual learning journey and at their own pace.

I also love that the school is not-for-profit. All income is re-invested back into the provision of education and it really shows in the quality of our teachers, classroom resources and learning and play spaces.

How do you see the school's values of Respect, Responsibility and Purpose reflected in the Infant School?

- **Responsibility** – our children are given a range of leadership opportunities, including being Planet

Protectors, Wellbeing Warriors, Playtime Captains or representing their class on the School Council. We realise that it is important to give children independence and avenues to voice their valued opinions and ideas.

- **Respect** – we have special links with local schools and organisations. Their visits to Tanglin are a vital part of developing our children's role in the local community and learning to understand and respect the cultural diversity around them.
- **Purpose** – our curriculum ensures that children are prepared, both academically and personally, for the next stage of their life. We also establish strong home-school relationships through parent and helper workshops and open classroom sessions.

What makes you most proud within the Infant School?

It is great to see how quickly the children settle in when they arrive and how they blossom into principled and enthusiastic individuals. It is wonderful to watch them relish new experiences and make lasting friendships.

I am very proud that our most recent British Schools Overseas (BSO) inspection confirmed the overall quality of education in the Infant School to be outstanding. We are also the first school in Asia to be awarded the Early Years and Primary (Infant) Quality Marks. We were recently awarded the Curiosity Approach Accreditation for our Nursery; another first for Asia.

What is your vision for the future of the Infant School?

It sounds a cliché, but we really do want to be the very best we can be. It is important for children to develop their core skills, but it is just as important for them to be able to apply these skills to situations relevant to them. I want to keep encouraging this type of creativity in our school.

What does Tanglin Trust School mean to you?

Tanglin is a caring, dynamic and innovative school. I am always so proud to show our school to visitors and to hear their lovely feedback as they meet our children and staff. I feel very lucky to be here.



Curriculum Overview

Key Stage	Year	Age	Maximum Class Size	Number of Teaching and Teaching Learning Assistants (TLA's) per class
Early Years Foundation Stage (EYFS)	Nursery	3-4 years	20	1 teacher, 2 TLAs
	Reception	4-5 years	24	1 teacher, 2 TLAs
Key Stage 1 (KS1)	Year 1	5-6 years	24	1 teacher, 1 TLA
	Year 2	6-7 years	24	1 teacher, 1 TLA



Nursery and Reception (Early Years Foundation Stage)

Our child-led approach to learning enables us to respond to and encourage our children's interests and curiosity and ensures that by age five years they are ready for Year 1.

Prime areas of learning and development are:

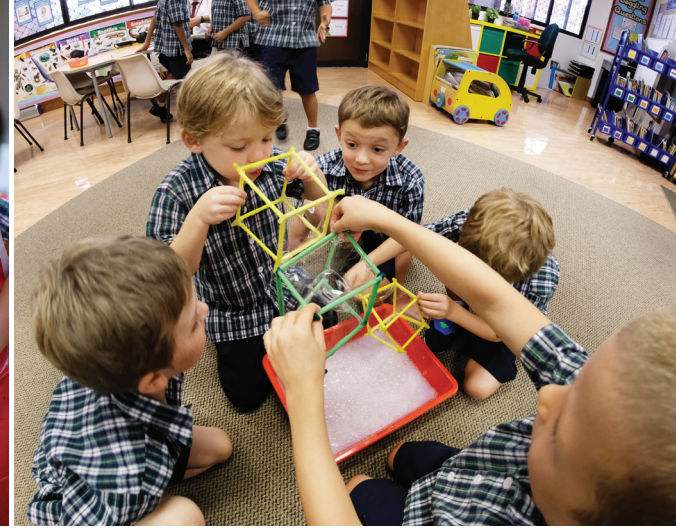
- **Personal, Social and Emotional Development:** self-confidence and self-awareness, managing feelings and behavior, forming relationships
- **Physical Development:** development of gross and fine motor skills, agility, balance, coordination and strength, health and self-care
- **Communication and Languages:** listening and attention, understanding, and speaking (plus Chinese).

Specific areas of learning and development are:

- **Literacy:** Reading, writing and information literacy in the Library e.g. identifying key authors, understanding the basics of book design and genres
- **Maths:** numbers, shapes, space and measurement
- **Understanding the world:** investigating places, people and communities, objects, materials and living things, as well as technology
- **Expressive art and design:** using media and materials, being imaginative, drama, singing, playing instruments, movement and rhythm.

"What great news when our daughter started riding the Balance Bike at school! We are so happy and very grateful for Tanglin to have given her the opportunity to learn new skills."
Infant School Parent

As an extension to the curriculum, children in the EYFS benefit from many activities funded by the TTS Foundation, including inspiring visits from musicians, storytellers, authors and theatrical groups to learning to ride a Balance Bike.



“As a Planet Protector I help my class to think about ways in which we can look after ‘Our World’ both in and around school.” Year 2 Child

Years 1 and 2 (Key Stage One)

Children aged 5-7 are encouraged to be independent learners and internationally minded individuals through our creative curriculum.

Subjects integrated into the curriculum are:

- **English:** speaking and listening, reading (word reading, comprehension), writing (phonics, spelling, composition, grammar, punctuation and handwriting)
- **Mathematics:** number and place value, addition and subtraction, multiplication and division, fractions, properties of shape, data, measures, position, movement and problem-solving
- **Science:** plants, animals including humans, everyday materials, seasonal changes, living things and their habitats, asking scientific questions and investigation
- **Humanities: Geography-** exploring places, communicating geographically, investigating patterns. **History-** interpreting the past, building an overview of world history, understanding chronology and communicating historically
- **Integrated Technology: Digital Literacy-** online safety and common uses of technology. **Computing-** understanding algorithms, logical thinking, debugging. **Information Technology-** creating, organising, storing, manipulating and retrieving digital content
- **Art and Design:** study of artists, colour, patterns, lines and shapes, tone, form, space, texture and evaluation of their own and others’ artwork
- **Chinese:** language acquisition through listening, speaking, reading and writing
- **Music:** transcribing, composition, listening and evaluating
- **Personal, Social, Health and Citizenship Education (PSHCE):** health and wellbeing, relationships, living in the wider world and developing as a lifelong learner
- **Physical Education:** further developing sportsmanship, gross motor skills, hand-eye coordination, spatial awareness and core strength
- **Library:** information literacy e.g. literature in other formats, namely eBooks and audiobooks, features of non-fiction texts and searching for books electronically.

As an extension to the curriculum, children in Years 1 and 2 benefit from many activities funded by the TTS Foundation, including inspiring visits from an ex-paralympian and a ‘Mathemagician’ to taiko drumming lessons, and the Pedal Power and Swim and Survive Programmes.



“It was a rare treat for me to present to such articulate and well prepared young people. This is a remarkable learning environment. Continue celebrating music and languages. I know you will!” Visiting Author and Musician

“Thank you for looking after our children so well and inspiring them the way you have.”
Infant School Parent

Beyond the Classroom

We believe it is vital for children to experience new activities and situations which, in addition to being great fun, are designed to develop the whole child. Tanglin offers an outstanding wealth of special days, events and field study trips to extend and enhance our classroom activities.

These may include:

- Nursery Labrador Park and Chinese Gardens
- Reception Wet Market and Cold Storage, as well as a visit to the Zoo
- Year 1 West Coast Park and Jacob Ballas Children's Garden
- Year 2 Boat Quay and Sungei Buloh Wetland Reserve
- Year 1 Taster lunchtime Choir (Term 3)
- Year 2 Music Ensembles
- Year 2 Children's University
- Infant Sports and Recreation Clubs (SRCs), for example, Tutus@Tanglin, British Guiding in Foreign Countries, British Scouts Overseas, Linguistic programme, Sports and Activities
- Student leadership opportunities, including Wellbeing Warriors, Planet Protectors, e-Cadets, Tech Leaders, Playground Captains, Song Leaders and the Student Council.



Working Collaboratively

In the Infant School we are very lucky to have two 'big schools' on campus with lots of older students who are incredibly inspiring, intelligent and willing to share their skills and ideas with our children.

These enrichment opportunities offer tangible benefits – the younger children are visibly in awe of their older role models and take great pleasure in listening and learning from them. Likewise, the older students from the Junior and Senior Schools feel a real sense of achievement and reward when they help their younger peers.

Opportunities for collaboration include: Year 12 supporting Year 2 in Maths; Infant and Junior Buddies; Year 9 assisting Year 1 in phonics sessions; Senior Creativity, Activity, Service (CAS) students supporting in Year 2 Arts and Chinese; and Senior students working with Year 2 Children's University.



Our Children's Achievements

We are very proud of our children's achievements, with many exceeding age-related expectations as they journey on into the Junior School.

Our outstanding teaching and learning, coupled with our rigorous approach towards assessment ensures that we remain closely aligned with standards expected by outstanding British schools around the world.

All children in Years 1 and 2 will be measured against age-related expectations at the end of each school year.

Reporting to Parents

Nursery and Reception

You can access your child's Interactive Learning Diary (ILD) which provides an insight into the activities and progress of your child. Next steps are set every half term, with a full summative report by the teacher at the end of the academic year.

Year 1 and Year 2

Progress reports at the end of Term 1 will give an update on your child's progress to date, including specific examples of strengths as well as areas for development. We also report on your child's attitude towards learning.

Attainment against end-of-year expectations will be reported in a detailed end of year report in terms of 'working towards', 'working within' and 'working beyond' age-related expectations.

Children can use the Seesaw app to record and reflect on their learning, which is shared with parents.

Home-School Link

Our Infant School staff encourage a close home-school link with open communication lines between parents and teachers. Parents are often invited to spend time in the classroom and to go on school trips. In addition, we have a series of open classroom sessions throughout the year where children are encouraged to share their learning informally with their parents.

We also hold more formal Parent Teacher Conferences twice a year. This is an opportunity for parents to meet with their child's class teacher on an individual basis, review their child's learning and their next steps.

TTS Foundation and Friends of Tanglin

TTS Foundation funds exceptional opportunities in four key areas: Engaging with Global Issues; Sport; The Arts; and Innovation, Imagination and Inquiry. Students, staff and parents all benefit from these opportunities.

We also have the Friends of Tanglin Groups which harness the talents and expertise of the members of the school community to connect, support and provide an active social and professional network for members in Singapore and abroad. These include Friends of Tanglin Parent Voice and Class Representatives, Friends of Tanglin Key Events, Friends of the Arts and Friends of Sport.

Tanglin is 'Outstanding'

Our most recent British Schools Overseas (BSO) inspection confirmed the overall quality of education in the Infant School to be outstanding.

"The curriculum is planned carefully and provides outstanding opportunities for children to become fully involved in their own learning through play and exploration. Children are encouraged to think creatively and critically, and there is an excellent balance of teacher-directed and child-chosen activities." BSO Inspector, 2018

We are also the first school in Asia to be awarded the Early Years Quality Mark and Curiosity Approach Accreditation.

"This is not just an outstanding school – it is an inspiring school." Julia Coop, Quality Mark Assessor.



Membership of IAPS

The Independent Association of Prep Schools (IAPS) is the membership association for Headteachers of leading prep schools throughout the world.

As Paula Craigie, Head of Infant School, is a member of IAPS, our school has been awarded the prestigious kite mark of quality. Tanglin Infant School is among the most prestigious prep schools in the world, with links to an international association that allows its members to share best practice and take advantage of continuing professional development opportunities to the benefit of both students and teachers alike.

