



# Infant School Profile

# Introduction

**By Paula Craigie,  
Head of Infant School**

## Welcome to the Infant School.

Here, our teaching reflects our belief that happy and confident children learn most effectively. We are committed to supporting every child's social, emotional, spiritual and cultural awareness, ensuring they embark on their learning journey in an environment that provides stimulating and exciting experiences, and where the strong pastoral ethos helps them feel safe and secure.

Our children consistently achieve outstanding academic outcomes and their success is supported by our highly dedicated staff, who ensure our curriculum is responsive to the latest developments in education. My own role as a Lead Ofsted Inspector strengthens our rigorous approach and is emblematic of our outward-facing culture.

Tanglin Trust School (Infants) is the first in Asia to achieve the Curiosity Approach Accreditation that puts children at the centre of their own development. We use the learning environment to encourage children's natural curiosity, and eagerness to explore and create. Our on-site Forest School provision gives Nursery children the opportunity to learn outdoors, building their skills in an environment that enlivens their senses and fosters creativity and collaboration.

We work hard to nurture children's unique strengths and interests through a broad and balanced curriculum, enlivened by outstanding facilities such as specialist learning spaces, a world-class climbing wall and, from 2022, new Infant music facilities and Dining Hall. A wealth of special days, events and Outdoor Education trips, as well as a range of Co-Curriculum opportunities, extend in-classroom learning and inspire children, with leadership opportunities including the School Council, Planet Protectors and Wellbeing Warriors.

We welcome you to visit the Infant School, and to meet our children and staff.



## What is..?

### Forest School Provision

Our on-site Forest School provision builds on children's skills week on week, while providing sensory experiences outdoors that help bring learning to life. Inspired by the skovbørnehaver (forest kindergartens) of Denmark, the programme allows children to connect with nature – an experience proven to improve both emotional and physical wellbeing – in a safely managed way. The programme is a curriculum in itself that underpins one of our key beliefs: a happy child is a child who will learn.



### The Curiosity Approach

Selecting best practices from Reggio Emilia, Steiner, Te Whāriki (New Zealand's Early Years Curriculum) and Montessori methods, the Curiosity

Approach encourages an environment in which children's innate desire to learn can flourish. In the Nursery, natural, recycled and authentic materials have been used to create cosy, comfortable play spaces that children can independently explore. Both classrooms and outdoor areas are a hive of activity, with children enjoying the process of learning as well as its end result.



### IAPS

The Independent Association of Prep Schools (IAPS) is the membership association for Headteachers of leading prep schools throughout the world. As Paula is a member of IAPS, the Infant School bears its kite mark of quality and is counted among the most prestigious prep schools in the world.

# Academic

“We love the innovative classrooms and playground in the Infant School. Both areas encourage learning and imaginative play. It even has exciting outdoor areas – a mud kitchen, slides, water play areas – where children can get creative!”

– Infant School Parent

## MILESTONE 1

YEAR  
Nursery

AGE  
3-4

CLASS SIZE  
20

1 teacher, 2 TLAs Per class

YEAR  
Reception

AGE  
4-5

CLASS SIZE  
24

1 teacher, 2 TLAs Per class

YEAR  
1

AGE  
5-6

CLASS SIZE  
24

1 teacher, 1 TLA Per class

## MILESTONE 2

YEAR  
2

AGE  
6-7

CLASS SIZE  
24

1 teacher per class; 1 TLA Per class



## Specific Areas of Learning and Development

### English

- Understanding Language
- Crafting to Communicate
- Communicating with Accuracy
- Making Connections

### Mathematics

- The Number System
- Shape, Space and Measure
- Data
- Abstraction

### Science

- Living Things - Biology
- Forces and Energy - Physics
- Properties of Matter - Chemistry

### Chinese

- Understanding Language
- Creating Language
- Beyond the Language

### Physical Education

- Physical Literacy
- Character Development

### Lifeskills

- Positive Relationships: **Connect**
- Positive Health: **Be Active**
- Positive Emotions: **Take Notice**
- Positive Accomplishments and Engagement: **Keep Learning**
- Positive Meaning: **Give**

### Integrated Technology

- Manipulating Media
- Responsible Use
- Logical Processes
- Computer Systems

### Humanities

#### Geography

- Places
- Patterns, Processes and Possibilities
- Geographical skills

#### History

- Investigate and Interpret the Past
- Similarity and Difference
- Understanding Chronology
- Communicating Historically

### Music

- Performing
- Listening and Analysis
- Composing

### Art & Design

- Recording
- Artists & Artwork
- Techniques, Media and Processes

### Library and Information Studies

- Reading has value
- Reading has purpose
- Information is contextual
- Information is evaluated
- Scholarship as conversation

### Extension Initiatives

#### Supported by the TTS Foundation

- Pedal Power Programme
- LEGO Robotics Challenge
- Lunar New Year Assembly
- Instrumental Encounters
- Artists-in-Residence
- The Big Draw
- Red Dot Book Awards

“The teachers spend a lot of time observing the children, to understand their interests and how they can personalise their learning. Our daughter does rock climbing, has learnt to ride a bike, uses the state-of-the-art gymnasium – and has made lots of terrific friends” – **Infant School Parent**

# Co-Curriculum

The Infant School's Co-Curriculum programme is founded on the belief that it is vital for children to experience new activities and events that, as well as being great fun, develop the whole child.

## Co-curricular Activities

- A session of teacher led activities for Reception
- 2 sessions of teacher led activities for Year 1 and Year 2
- 2 sessions of externally provided, paid for activities for all year groups

## Leadership Opportunities

- **Year 1:**  
Tech Cadet & Student Council
- **Year 2:**  
House Captain, Tech Cadet, Student Council, Book Buddy, Wellbeing Warrior & Green Team

## Outdoor Education

Nursery	Labrador Park Chinese Gardens
Reception	Wet Market Singapore Zoo
Year 1	West Coast Park Jacob Ballas Children's Garden
Year 2	Boat Quay Sungei Buloh Wetland Reserve

**“We are so very grateful to Tanglin for giving our daughter the opportunity to learn new skills” – Infant School Parent**

# Pastoral

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The strong pastoral ethos in the Infant School underpins all we do, and the care, guidance and support our staff provide is one of the many outstanding features across the school. We aim to create an atmosphere in which all our young people feel secure, successful and feel valued as individuals. Our Coordinated Wellbeing Services (CWS) teams are also available to support and guide children through the school, should they need it.

All Infant School children learn about our Five Ways to Wellbeing model that gives five actions that can build and enhance wellbeing: Connect, Be Active, Take Notice, Keep Learning, and Give.

## Communication

### Open Communication Policy

Our teachers encourage close home/school links, and open lines of communication between parents and staff. Parents are often invited into the classroom and to accompany school trips. We also host a series of open classroom sessions over the course of the academic year where children are encouraged to share their learning with parents.

### Parent Teacher Conferences

These termly meetings offer you the opportunity to meet with your child's class teacher on an individual basis, and to review your child's learning and next steps. In Terms 2 and 3, they follow the reports, so that you can discuss with the teacher. We appreciate that in Nursery, parents need a little more support to settle their children into school and so their appointments are slightly longer in Term 1 and 2.

## Collaboration

We are lucky to have two "big schools" on campus, with many older students who are incredibly inspiring, intelligent, and willing to share their skills and ideas with our children. Opportunities for collaboration include:

- Year 9 supporting Year 1 Phonics
- Infant and Junior Buddies
- Sixth Form CAS students supporting Year 2 Arts
- Year 12 supporting Year 2 Maths
- Sixth Form CAS students supporting Year 2 Chinese
- Senior Students supporting Year 2 Children's University.

## Reporting Nursery

You can access your child's learning portfolio through the Seesaw app. Teachers use this platform to record their key learning achievements, giving you an insight into their progress along the Infant School journey. In addition, you will receive a summative report at the end of the year.

## Reception, Year 1 & Year 2

In Reception, you can access your child's learning portfolio through the Seesaw app. In Year 1 and Year 2, your child will use the Seesaw app to record their own learning when appropriate. Their teachers will approve each post, and sometimes write or record audio feedback to move their learning forwards. As a parent, you can also respond to your child's learning within the app. Around the middle of the school year, you will be updated on your child's progress and next steps, as well as their attitudes to learning. At the end of the year, you will receive a summative report that details their attainment measured against age-related expectations, using the terminology Beginning, Developing, Advancing or Mastering.

