



WELLINGTON COLLEGE
BILINGUAL TIANJIN

NURSERY

天津惠灵顿幼儿园

THE NEST HANDBOOK

2023-2024

WELCOME

A warm welcome to Wellington College Bilingual Tianjin Nursery. We are truly delighted you have chosen us to educate your child. We are proud to have a child centred curriculum which we deliver in a nurturing and stimulating learning environment, both inside and outside. Our curriculum is the epitome of 'East meets West' through a balanced blend of the English early years foundation stage curriculum and the Chinese curriculum 3-6 years.

"Play is the work of children", a quote by Maria Montessori. All children would instinctively choose to acquire knowledge, and as educators we use a mix of play-based learning, enhanced provision, and some direct provision to strike the right balance for children to learn in the best way possible. Learning through play is how children learn at their highest level. When they make decisions about what they want to do, they set natural challenges for themselves and then seek to develop their knowledge and skills. The skill of our teachers is how they engage, extend, and embed the new concepts, knowledge and skills to take your child on their lifelong learning journey, where the acquisition of learning is an intrinsic driver for children to innovate and seek further learning. Our highly skilled and experienced team plan and provide purposeful and meaningful learning opportunities and high-quality interactions and questioning based on nurturing relationships with each unique child.

Lifelong learning, emotional health, resilience begins when children are very young. We work to develop the child's mindset to one of being open to challenges, learning from mistakes, bouncing back when things get tough and developing high levels of independence in life and learning. Our educational philosophy is based on years of international research that proves the highest levels of learning and engagement in children comes from them making decisions about what they want to learn and how they want to learn.

As a teaching team we have a global view of education and seek to evolve our own practice to reflect and extend the best teaching and learning from across the world. Now more than ever, early years is a focus for research internationally, and we are at the forefront of this, engaging in action research and implementing innovative educational practice to provide the very best for your child.

Our play-based curriculum is exciting, challenging, language driven and experiential. If play is a child's work, then our children are 100% employed!

I hope you find the information contained in this handbook informative and that it provides some insight into how we provide high quality education to your child.

Welcome to the Wellington community, where through working together we can build the future of your child.

Jan Bennett
Head of Early Years



The Nest Curriculum

Our curriculum context

Our curriculum is a blend of the English Early Years Foundation Stage (2021) and the Chinese curriculum age 3-6 years. This outlines the standards of learning, development and care for every child who attends early years school provision in the Wellington College China Group of schools. The curriculum builds week on week a foundation of knowledge and skills that we then assess to see what children can apply independently and consistently in their indoor and outdoor learning environments. The building of these firm foundations in learning is the first step on the journey of a Wellingtonian.

Skills for the 21st century

The curriculum is written in the context of the world your child is growing up in. We include the positive aspects of using technology, sustainability, equality, inclusion and developing the children as global citizens. We place great importance on the wellbeing and involvement in learning of your child. By forming positive relationships with your child, our staff team learn how to deliver teaching in the best way to support your child to learn and make progress. We are preparing your child to take their place in an ever-changing world, where technology and science are developing our way of working as adults. Children need to have a skill set that equips them for their future. We start this in early years so children develop good learning and research habits to take with them as they move on through their educational journey.

Principles underpinning the Nest curriculum

Unique child

Your child is unique, which means they have their own likes and dislikes, strengths, and areas to develop confidence in. They will learn and develop in their own way and develop at the pace that is right for them. The inclusive nature of the Nest means every child is included and respected. We promote global citizenship across the Nest and International school. By learning about aspects of Chinese culture and language, we provide an anchor point for exploring different cultures and language. For young children it is important that they learn to see things from a different perspective, to learn there are different ways of doing things, and new ways to look at things on a global level. Within this, we respect the unique nature of every child and are able to celebrate similarities and differences.

Positive relationships

It is important that your child's experiences are grounded in positive relationships as these will help your child learn and develop. Your child will build secure relationships with the adults they are with, as feeling comfortable and secure is the basis for learning to take place. The adults get to know your child very well through playing alongside them and getting to know what they can do, what they enjoy and what they find more challenging. Every child brings with them knowledge, skills, and experiences from home. With this information every teacher can plan learning which builds on what your child already knows. Every adult supports your child with their learning and everyday life skills, so they develop increasing independence as well as intellect.

We use 'growth mindset' strategies to help children understand that it is effort that makes progress. We do not work to get every child to produce exactly the same outcome. For example, when children are being creative, it is their effort that is reflected on, not whether the outcome is the same for every child. We do not use templates so every piece of work is identical, we encourage children to try things for themselves and understand if something doesn't work first time, they have learned something and can now try again. We focus on the learning process and look at the progress children make on this journey. We are continually working on developing their independence and resilience by supporting them through learning challenges.

The Nest Curriculum

Learning and development

Every child learns to their highest level when they feel secure. This is the reason we ensure we build learning opportunities that support the wellbeing of your child. We regularly assess the wellbeing and involvement of every child, a process called screening. We also regularly monitor the effectiveness of the learning provision inside and outside to ensure children have high levels of involvement in their learning, a process called scanning.

Your child learns through their play-based interactions with adults and their peers. These interactions give adults daily opportunities to extend learning through exciting provocations for learning, tailored questioning to extend thinking as well as working with groups of children on tasks designed to support children to achieve the next steps in their learning.

The early years is a crucial time for learning where children learn most rapidly between three to five years of age. This is the point in their lives when they acquire more knowledge, skills and attributes than at any other time of their life. This is the beginning of the lifelong learning process.

Children's choices are important. This is their first step into developing independence and making decisions about their learning. They make decisions through developing the learning provocations we plan, and our skilled teachers are able to seize opportunities to enhance the child's inquiry by adapting resources, questions and challenges. This is always carried out bilingually to enhance Mandarin and English cognitive language. In the early years, children learn about all aspects of the world around them through being active, exploring, being creative, solving problems by applying knowledge and skills and learning to think about their learning, this is the process of metacognition.

Children's learning can be seen as a winding pathway, so it is important to remember that each child's learning journey is unique to them. Through our understanding of every child in the Nest, our teachers are able to adapt their face-to-face daily teaching to meet the needs of each child. By working in this way, we are planning for progress across the curriculum through our week-on-week progressive curriculum that works at the correct pace for each child.

Curriculum details

Our curriculum consists of nine areas of learning divided into prime and specific areas. The prime areas are the basis for all other learning. These form the foundations for all learning. The remaining five areas are called the specific areas. These are the aspects that give a broad and balanced curriculum which forms the basis for the future learning across the Junior school and Senior school. The Nest is the starting point for your child's journey of a Wellingtonian.

Prime areas

- Personal, Social and Emotional Development
- Communication and Language- Chinese
- Communication and Language- English
- Physical Development
- Specific areas
- Literacy- Chinese
- Literacy- English
- Mathematics
- Understanding the World
- Expressive Art and Design

However, for a child, these areas are very often interconnected. For example, when a child is playing with water and containers of different sizes, this is mathematical development. A teacher will select the right time to engage in the learning and assess their understanding of capacity and extend their learning through their interactions and extending questions. However, if the child is playing with the same resources but with another child, A teacher will also be looking at their personal, social and emotional skills. If the children are talking, then the teacher will also reflect on their communication and language skills. Therefore, how the teacher then interacts may change depending on the focus of the assessed next step for this child. The holistic nature of our planned provision means children find learning opportunities seamless and fluid.

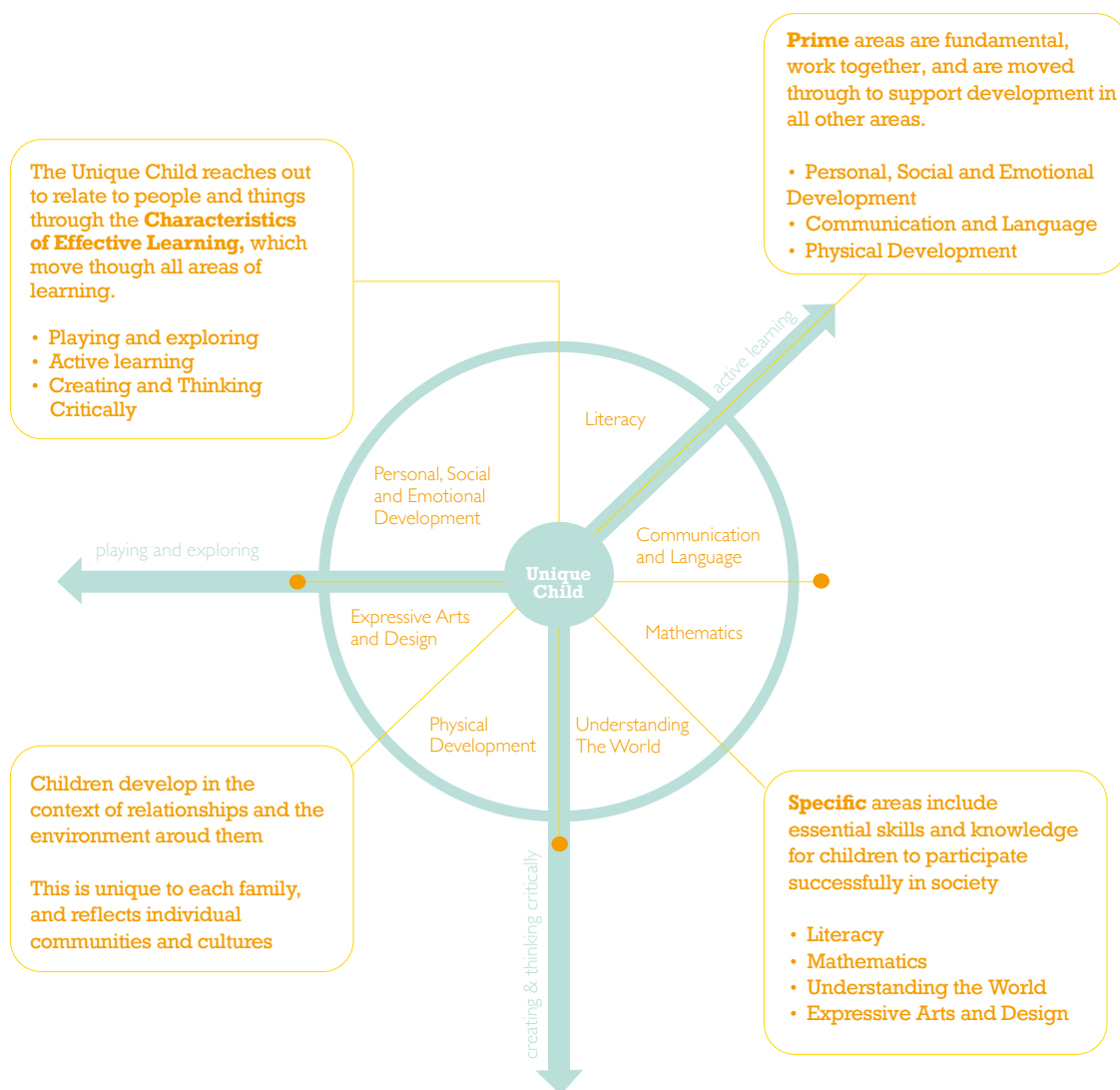
The Wellington College Bilingual Model

The Wellington College Bilingual model was born out of our desire to provide the very best of Western and Eastern education. Our objective is to improve the educational opportunities and enhance the life chances of all our pupils. We seek to develop:

- Genuinely bilingual children, as research has shown them to have increased cognitive function;
- Children who are independent and resilient learners;
- Children who are attractive to universities and future employers;
- Children who are critical thinkers and successful young people with a global mindset.

In addition, the best international schools across the globe recognize their responsibility to both their pupils and the wider community to ensure and further develop genuine connections to their school's host nation's language, history, and culture. As a reflective and proactive school, our Early Years' provision supports our vision, "to create a caring, international community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing global society".

Unlike other bilingual programmes, our curriculum model is an enhanced form as each class will have two fully qualified and trained teachers, both expatriate and Chinese. The language the children experience is approximately 50% English and 50% Mandarin. Our immersive approach and opportunities to use language in the outdoor provision is what gives children the very best opportunity to speak with confidence.



Continuous Provision and Provocations

When teachers plan, they plan for an indoor and outdoor learning environment that is stimulating and linked to a theme. They set up provocations with key questions to 'provoke learning'. These are set up as 'can you' questions and in two languages. For example, 'can you use the playdough to create a sea creature?' These provocations and challenges are discussed with the children at 8:30 then the children begin their learning by working either collaboratively or alone if they prefer.

During continuous provision there are adults who move around the learning environment and focus on children and their next steps, to play and ask questions to enhance and extend learning. Other adults will be working on intentional focused teaching. Children may select to join an adult or children may be asked to join. These small group tasks are focused on assessment statements and allow adults to target questions at the correct level of challenge for individuals.

Through regular professional conversations every adult knows the learning needs of each child in the year group. The year groups work as a unit and children flow across all the indoor spaces to access the provocations. All the provocations are holistic, they cover several areas of the curriculum in the same challenge and with high quality adult, child interactions the children are supported to make progress in their learning and their attitudes towards learning. They are encouraged to develop independent learning skills and apply knowledge and skills independently every day. Being an independent and resilient learner is the best start to lifelong learning as you learn the intrinsic value of learning without the need for continual external rewards. We want to develop children's curiosity and love of learning. For them to be self-motivated and innovative, implementing 21st century skills to be skilled communicators and problem solvers is important.

Outdoor Provision

Outdoor learning is an essential part of our provision. There are many things we can do differently in a larger open space that many children prefer. Outdoor provision is planned to build gross motor skills and core strength. It is important children learn to control large movements and develop core strength so they can develop refined fine motor skills. Core strength and fine motor skills leads to necessary control for handwriting. Research shows that children who are acquiring another language speak up to 30% more outside than they do inside. Therefore, if you are going to be a confident communicator in a language other than your mother tongue, you will do it quicker the more time you are outside.

The open-ended provocations we can plan for outside support children to develop independent learning skills. Children can develop their own ideas and expand on knowledge and skills they bring from inside and explore with a greater degree of perceived freedom.

The inquiry aspect of our curriculum can be developed much further when we use outdoor learning. Whether we are constructing on a large scale, developing large transient art projects, developing our engineering skills or investigating a scientific principle, the freedom to explore and express this outside helps children to make rapid progress.

Outdoor learning encourages an active healthy lifestyle and promotes a sense of wellbeing. Learning outside the classroom gives children contact with the natural world and gives first-hand experiences unique to outdoors, such as weather and the seasons, opportunities to grow things and study insects and plants. It builds a respect for the environment and the world around us. This is another example of our 'East meets West' provision.

The element of Twenty-Four Solar Terms originated in the Yellow River reaches of China. The criteria for its formulation were developed through the observation of changes of seasons, astronomy and other natural phenomena in this region. This has been shared from generation to generation and used traditionally as a timeframe to help farmers grow and harvest crops and develop their daily routines. The terms are also referenced in nursery rhymes, ballads and proverbs. In the Nest, our teachers will integrate the cultural content of the 24 solar terms into the themes and create opportunities and activities for children to learn independently, so that they can explore and think by themselves, cooperate with partners to solve related problems, learn relevant knowledge, and effectively improve their learning ability and cognition of Chinese culture. This is a learning link between Chinese culture and inside and outdoor learning.

Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which supports brain development and the creation of neural networks in the brain. The science of brain development in young children and the well-researched links to early years is the reason outdoor learning is integral to the English early years curriculum.

Research has shown that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding. It has also been noted that it can give an increase in children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning. For all these reasons it is an integral part of our teaching and learning provision. We have our own 'Magic Garden', where the children plant and care for a variety of flowers, vegetables and herbs.

Literacy and Phonics

Literacy and phonics are grounded in communication and language. Children need to continually develop their vocabulary in their mother tongue so any other languages can build and embed for children. If you cannot speak it, you will never write it. Therefore listening, attention, understanding and speaking, form the foundation of literacy in Mandarin and English. As with any new skill, the more you do it, the better you get at it.

Phonics comes in two parts. When we work with very young children in EY1 and 2, we focus on phonological awareness. This is when we support children to tune into different sounds. We play with sounds to ensure children learn that there are different sounds, high and low, long and short, loud and soft. We play with rhyme, so children begin to identify words that sound similar- for example- cat-rat-bat-sat. At this point the focus is on hearing the similarities and differences- this is tuning into sounds.

As children move into EY3, the focus shifts from hearing to being able to say phonemes (the shortest unit of sound) linked to a letter or group of letters. This is called 'grapheme, phoneme correspondence'. Here children are learning how to say a phoneme, or sound, and what letter; grapheme, or group of letters, (digraph, trigraph) is linked to the sound. For example, 'c' as a phoneme is linked to the graphemes 'c' and 'k' and 'ck'. Learning English is complex as the phonetic system relies on children learning to say sounds that are initially unfamiliar. As the children progress and gain confidence we provide many opportunities and expectations for them to use their growing phonic knowledge to write independently. When they do this, their spelling is often 'phonetically plausible', meaning although the spelling may not be completely correct, we can read it because they have used phonemes in the correct order. For example they may write 'I wet to de prk'. These are the phonemes they can hear when they say the words aloud by themselves. We know they are writing 'I went to the park'. We teach what are known as tricky words or red words. These are common words that cannot be 'sounded out, such as " or 'said'. This builds a bank of words they learn to read and spell over time and include in their independent writing. This structured program starts in EY3 but carries on into the Junior school.

This application of phonics is the basis of the literacy teaching. We use core books to provide a focus for thematic learning. The children learn these books, both English and Mandarin very well and are able to use the format of the core books to develop their independent writing. In EY3 and 4 we use a technique called 'Talk for writing' to support children to embed the core books with actions as they recite and recall the story. They make story maps to help them fix the order of the story in their minds. When the children try independent writing based on a core book, this is called imitating. They write as story, like the one they know, applying their phonic knowledge. When they are secure with this, we move on to innovating. This is when a child independently writes a story using the structure of the core book but making their own changes to characters, setting, event or ending. This process begins in EY3 but carries on into the Junior school.

Phonics is taught in English, but literacy is always bilingual. This allows us to develop the comprehension of core vocabulary and academic language. The ability to use phonics to read words is meaningless if you do not understand the words you are reading. We want to build a love of reading in English and Mandarin, where books are seen as an escape to imaginary worlds full of excitement and adventure. Where books are used to find out information independently about things that interest and excite you. Learning to read is much more than being able to decode words and say them aloud. Comprehending the meaning of the words you can read is where the development of knowledge and intellect comes from. In the Nest children hear English approximately 50% of the time for their interaction and the same for Mandarin. This balance is to ensure we are able to embed new cognitive or academic language on a firm but continually developing mother tongue for native speakers. For those children who have a mother tongue that is neither English or Mandarin, they are supported by a very accomplished teaching team who have themselves learned key vocabulary in French, Spanish and Korean to name a few languages, to enable children to access the curriculum and develop in new languages.

To further support English Language Acquisition, we use a programme from the U.K. called 'Tales Toolkit'. This is focused on developing the speaking and understanding of English through developing their own stories. It is used from pre-nursery through to year one depending on an individual's confidence in using and applying English.



Assessment And Reporting

We have provocations and challenge questions for the children. We have continuous provision where children can apply knowledge and skills through play or explore new concepts as inquiry led learning. We have intentional teaching where an adult leads the learning through whole class or small group sessions. This may be inside or outside, and every approach has equal value for your child's learning.

So we can assess which of the concepts, knowledge and skills are embedded for your children, we need to find out what they can do independently and consistently. In other words, what can they do if an adult is not telling them or providing support and scaffolding to them? To get this information we observe children and see how they are applying things to their play and learning. We are looking to see how they tackle a task or problem. Do they work alone, or do they prefer to collaborate with others? Are they showing us how they are thinking? Do they show us they have a growth mindset and can persevere when things do not work the first time? Are they good communicators, showing negotiation or leadership skills when working collaboratively? Is the learning process they are demonstrating clear or are there some misconceptions they have we need to clarify for them? If they have demonstrated their knowledge and skills clearly, what is the next step for them and how can we provide a suitable task and resources to move their learning forward. Every observation we do is leading toward planning for progress for every child. Every child is unique and learns in a way and at a pace appropriate for them. The skilled teachers in the Nest use all this information constantly to develop provocations daily by adding things to them, developing the challenge, working through misconceptions with children and ensuring the daily provision is always supporting children to progress.

To inform you of the progress of your child at four key point across the academic year we hold two parent evenings per year in Michaelmas and Lent term. We have two written reports, December and June. These are all opportunities to communicate with you regarding progress and areas that need further development. Young children do not make linear progress, they progress faster in areas they are interested in and more steadily in other areas. However, it is important to note that they make progress if they attend regularly, but not if they have regular absences from school or withdraw for prolonged periods of time.

Learning Ladders and ISAMS

To monitor and track progress against milestone achievements we use a data platform called Learning Ladders. In the Nest we take photographs of key learning events that show the learning process. For each Learning Ladder entry, teachers record a brief observation that is focused on the learning and achievement that is shown in the photograph. They will tag relevant curriculum aspects to allow them to see progress over time and decide on next steps in learning. The statements for the characteristics of effective learning are also recorded here. The observation is then uploaded for moderation by the head or deputy of early years. Once approved they are uploaded and can be seen by parents using their personal login given to you by the admissions team once you start school. Learning Ladders is a new system with lots of functions for parents. It is able to translate into many different languages which will support parent access.

In addition to this each class has its own spreadsheet to track other aspects of progress and attainment which they use to update our whole school information management system. This system has all the assessment statements we use to track progress and attainment. Teachers update and add to this weekly taking their information from their own tracking documents and any information that comes from the professional conversations held with the year group each week. The specialist subject teachers for music, P.E. and swimming also track the progress of the children and share their assessments with the class teachers. The tracking tools and Learning Ladders are the equivalent of marking books for older children. So much of what we observe is based on the children's experiences and interactions it is not something that is right or wrong. It is a journey through their understanding of the world around them and how they apply their knowledge to the provocations in the learning environment.

Every planning meeting held by the teaching team reflects on what is needed as the next steps for each child. The planned provision is then recorded and the provocations for learning and intentional teaching are made clear to the whole team. This will include key vocabulary, key questions and which children will be the focus for the challenges set. Our assessments will influence how we group children to work with them on enhanced or direct teaching opportunities. Regular attendance and effective assessment leads to successful progress and attainment.

How to support progress at home

As our curriculum develops week on week, with each week building on the previous learning, the best way to support your child to make the progress they deserve is to ensure they are attending school every day following a good night's sleep. We aim to have a minimum of 95% attendance as anything lower than this has an impact on your child's ability to make the progress and attainment they deserve. Your child needs to be well rested as a day in school is incredibly busy. Play is a child's work, and it is where they operate at their highest level both mentally and physically. If they are going to be open to all the learning experiences on offer, they need to be well rested, have eaten a healthy breakfast (avoiding too much sugar) and be arriving on time to begin their learning at 8:30 every morning. Being punctual and present is the best way to get your Wellingtonian learning journey off to the best start!

The other thing we ask of you is that you read to your child every day. There is a huge amount of research on the benefits to young children of having adults read to them. The main findings are: -

- Reading to children age 3-5 every day has a significant positive effect on their reading skills and cognitive skills (i.e. language and literacy, numeracy and cognition) later in life
- Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skill at age 4-5 as being six months older (in mother tongue)
- Reading to them 6-7 days per week has the same effect as being almost 12 months older (mother tongue)
- Children read to more frequently achieve higher scores for reading and numeracy when assessed in Junior school Year 3 (University of Melbourne- Faculty of Business and Economics)
- Reading to your child gives them comfort and reassurance, confidence and security, happiness and fun- it builds self-esteem, vocabulary, feeds their imagination and can improve sleeping patterns when built into the bedtime routine (National Literacy Trust UK)

Extensions Of Learning

Co-curricular activities are an important part of the holistic approach to education here at the College. Pupils have the opportunity to take part in various activities across the school week, and activities vary from music and movement, cooking, educational trips and PE as part of the Nest curriculum.

Music

The pupils have a music lesson each week in which they develop the following musical skills:

- Aural Skills: Very simple echo singing exercises and clapping back short rhythmic patterns.
- Singing: Children learn a selection of themed and action songs related to topics being studied in class. We focus on improving pitch control and diction.
- Performing: Pupils have the opportunity to perform in various school programs throughout the year such as our Christmas and Chinese New Year concert and weekly assemblies.
- Listening: Children listen to short musical extracts and focus on the musical elements of tempo (speed) and dynamics (volume). They are introduced to simple rhythmic notation.

PE

Within PE lessons pupils experience a wide range of activities, from individual activities like swimming to collective team sports. The PE department is made up of fully-qualified teachers and support staff who

work together to provide excellent teaching and coaching in lessons. We have extensive sports' facilities, including an artificial turf pitch, 20m swimming pool, large sports' hall, fitness suite, all-weather basketball courts and a tennis court.

Cooking Activities

Children greatly benefit from cooking activities as they offer a variety of learning experiences. Cooking is a practical way to teach children life skills, as well as academic skills such as reading, science and maths.

Vocabulary is enhanced, and relationships are strengthened due to the interactions that are involved. It also broadens the palate for otherwise fussy eaters, as they are exposed to new food and flavours.

Educational Visits

Educational trips serve as extensions of learning beyond the classroom. Children learn best when they are afforded real life experiences and applications of topics they have learned about in class. Where an offsite visit is not possible, we are very fortunate to have technology within the school to allow us to conduct Virtual Visits. This is another way to enhance the curriculum experiences for the children and really bring learning to life.

After School Activity (ASA) Programme

Our Nest ASA Programme runs on Mondays, Tuesdays and Thursdays after teaching sessions have finished, from 15:30hrs to 16:30hrs. This includes a broad and exciting array of activities, covering all the major disciplines, such as sport, art, music and drama and fine motor skills development.

New activity choices are made each term; the school uses an online system for making these selections. The school will try to allocate pupils to activities they have chosen as far as possible, though first choices cannot always be guaranteed.

We understand that it can be a relatively long day for many children therefore we have structured the ASA offerings each term based on children's wellbeing. Registration to ASAs are not compulsory and will be at the discretion of parents. There is a maximum of two ASA enrolments for each child per week from Nursery upwards. Pre-nursery children do not participate in the ASA programme.

For information about the ASA programme, please contact Eelco Van Kuilenburg via activityprogram.tianjin@wellingtoncollege.cn

Timings of the school day

8:00	School opens to children
8:00-8:20	Breakfast option available, (breakfast is not served after 8:20)
8:30-10:15	Session one
9:45-10:00	Morning snack
10:00-11:45	Session two
11:45-12:30	Lunch
12:30-2:00	Afternoon rest (older children have shorter rest time)
2:00-3:00	Session three
3:00-3:15	Afternoon snack
3:15-3:30	Learning reflection

泥巴厨房



Parental Engagement and Communication

COMMUNICATION

Communication is a key element to a successful partnership between the Nest and our families.

We believe that by communicating openly, we strengthen the partnership between us. We work for the shared purpose of providing the best holistic experience for all pupils in the Nest.

Our teachers' email addresses can be found within this booklet and are also available on our website. Parents are encouraged to contact the College by email whenever they have a concern or query. For any query regarding your child's progress, the first point of contact should always be the class teacher.

Home-School Links

Tchat

Tchat is one method of two-way communication. The teachers use it to communicate information to families, and you can ask non-urgent questions on this platform. Teachers are obviously not able to respond while they are teaching as this would be a distraction from their time teaching your children, but they do check Tchat before school, at lunchtime and at the end of the day up to 5PM. Contacting The Nest office

If you have an urgent message to communicate to school during the day, for example, to let us know someone different is collecting your child, please phone Tina Zhang 8758 7199 EXTN 6019. Her office hours are 8:00-17:00.

Week Ahead Communications

Every Friday your child's year group send home a 'Week Ahead' letter through Tchat. This will give you some ideas about what the children have been doing in school during the week and what some focus areas will be the following week. This is a great starting point to ask some questions about what they have been doing in school. Remember not to ask lots of questions in a row! The children like to have a conversation but if they feel they are being tested they may not give you much information.

The Week Ahead from Wellington College Bilingual Tianjin Nursery and Wellington College International Tianjin are published every Friday on our official WeChat channels.

The official WeChat accounts also share articles such as 'into the classroom' to share some of the teaching and learning experiences from different year groups. We also publish educational insights, which provide a deeper understanding of education pedagogy that supports our high-quality teaching and learning in the Nest.

The Nest has an internal WeChat account where we upload videos and articles relevant to your children and their age group. This is not an account to send us messages, please use other communication methods to contact us.

Parent Briefings

The Nest staff deliver parent briefing sessions through the year linked to the curriculum. By attending these you will discover even more information about the curriculum and things you can do to further engage with your child's learning. These are publicized through Tchat and you can register to attend through Tina Zhang, the Nest administrative officer.

Live Streams

There is a live stream every Thursday at 8PM. To access this, you go through the Wellington Official WeChat channel. This is a conversation between Wellington staff with a different focus each week. The staff from all areas of the school are involved, so even if it is not early years focused each week, you will gain more understanding of what a Wellington education looks like from two years of age through to eighteen years of age. You are able to comment during the live stream.

Parent workshops

These are opportunities for parents to share their Wellington experiences with other families and to learn from each other.

Informal Parent events

We host informal coffee mornings through the year for each year group. This is an opportunity to meet the senior leaders in the Nest and some teachers for an informal chat about school and what the learning themes are. We also have reading cafes in the different year groups. A parent can join their child in the class, watch a bilingual story session, take part in reading and craft activities with your child and see some of the things that happen in the classroom. Ms Tina Zhang will send out information about upcoming events so you can register if you would like to attend and events we host. Some events may not be able to take place in person but will instead be online. You can access all online events using your child's Teams login details.

The Friends of Wellington (FOW) is an association which includes all parents and teachers, plus other friends of the school community.

It meets regularly and contributes to making life at the College vibrant, not just for the pupils but for all our community, by working to bring people together to share, learn and to celebrate. 'FOW offers the opportunity to get to know other parents, teachers and other members of staff in more relaxed environments.'

Pastoral Care

The Wellington values are at the core of our pastoral system and can be defined as:

COURAGE

The ability of pupils to confront their fear, pain, danger, uncertainty or intimidation. The ability to take calculated risks in the pursuit of goodness.

RESPECT

A positive feeling of esteem for our community, everyone acting with fairness. We support our pupils in developing self-respect which involves not compromising their values just to gain approval from others.

INTEGRITY

The pupils show consistency and authenticity, acting in consort with their values or beliefs.

KINDNESS

Pupils show consideration for others and act selflessly for their benefit.

RESPONSIBILITY

Pupils are reliable, dependable and accountable for their conduct. They fulfil their duties, acknowledging the need to serve the school communities in which we all operate.

The communication pathway for all questions regarding a pupil's pastoral needs in school should start with the teacher (Nest and Junior School)

Pastoral care is for every young person, not just those with 'problems'. Effective learners need good mental health. Pupils are ready to learn and succeed when they feel safe, happy and valued.

We aim to create a sense of engagement for everyone in our community. Parents are one of the most crucial parts of our Pastoral community. The purpose of our pastoral centred school is to create happy, safe and proud children who are well prepared for the challenges of life after school and will achieve beyond age related expectations.

An overview of pastoral education at Wellington College Bilingual Tianjin Nursery:

- A Wellbeing curriculum embedded within our daily teaching and learning opportunities
- Rigorous UK based child protection systems and standards
- Promoting and celebrating the "living values"
- Ensuring pupils recognize and strive for the Wellington Identities
- Promoting positive behaviour for the whole community
- Maintaining and developing a positive community through antibullying strategies and raising awareness of mental health issues by embedding social and emotional aspects within all learning experiences. Supporting all transitions within school stages and for all new pupils.

Happy and successful pupils also require enough sleep, playtime and discovery time, a healthy work and life balance, as well as love, nurturing, friendship and open communication. Stress impacts academic performance and parents can help in reducing this by managing the realistic expectations of the pupil and setting clear boundaries.

We take very seriously our responsibility to safeguard and promote the welfare of children, by working together with families to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and families have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from

discrimination or bullying where children can learn and develop happily.



School Services and Catering

Nest catering is provided by Chartwell's-Compass Group, who serve more than 58 international schools all over Greater China as the market leader. Clients include both Chinese and International Top 500 companies which are located in more than 40 cities in Greater China employing more than 3,000 people. In the Nest, all children's food is cooked on-site, and any additives are avoided. Our menus are designed for optimal nutrition and healthy caloric intake.

Catering fees are paid directly to Chartwell's by parents, not via the school. Through Compass' WeChat Mini program you could:

- check your child(ren)'s lunch card balance and review expenditure details
- review menu and the daily food samples
- top up the credit

The Nest offers two meals and two snacks each day. We offer the option of breakfast which is served from 8:00. Children need to be in school no later than 8:15 if they are registered for breakfast to allow time to eat and be in their classroom ready to learn by 8:30.

Midmorning snack is prepared by the kitchen and served in each classroom.

Lunch is served at 12:00. All pupils in The Nest are required to eat school lunches, with class teachers and TA's supervising and helping to serve the food. Children in Year one eat together in our multifunction room and select and serve their food independently.

Afternoon snack is served at 15:00.

For information about catering or to register for breakfast please contact Lisa Lui, Service Department manager
Contact details Lisa.liu@wellingtoncollege.cn

BUS SERVICES AND ROUTES

The school bus company, YiLong, is one of the largest transportation companies in Tianjin. All of our buses are equipped with seat belts, two-way communication and bus monitors; in addition, the largest have CCTV cameras on board. Most carry the distinctive Wellington College livery. Scheduling and routing have been designed to minimize journey times as far as possible and provide the most convenient routes, pick-up / drop-off points for parents and pupils. This service is available to Nursery, Reception and Y1 children only.

UNIFORM

All pupils are required to wear the school uniform, it is not optional. The principal aim of the school uniform is for pupils to present a neat and tidy appearance, while ensuring they feel comfortable in what they wear. In addition, we want them to wear the uniform with pride, illustrating their membership of a highly reputable and successful school. Wellington College Tianjin has a uniform policy which all pupils and parents must to adhere to. The school uniform is different for warm and cold weather. All uniform items and accessories are available for purchase at the school uniform shop. The school uniform shop is open during term time from Monday to Friday, 8am to 5pm.

Children must wear sun hats in summer and have gloves and hats in winter. The children should wear school coats which are easily washable and have boots available in school for use in the outdoor learning provision. During outdoor learning children may access the mud kitchen, therefore a coat that is waterproof and washable is essential. Non-uniform coats should be dark blue or black, no bright colours. All uniform MUST be named. Mislaid uniform cannot be return to children if it is not named. We encourage children to be responsible for their uniform; indeed responsibility is one of our core values!

Children should wear black leather school shoes on the days they do not have PE. Sturdy shoes with a good grip on the sole is important. They wear their sports kit and trainers on the day they have PE.

We ask for a set of spare clothes be left in school to enable children to change if they have a toilet accident or need a change of clothes. These do not need to be uniform but must be named.

Children must not wear jewellery in the Nest. This is a health and safety risk during outdoor learning and PE and children are not usually able to remove and replace by themselves. Smart watches are not permitted due to potential safeguarding issues.

If children arrive at school with incorrect uniform, parents will be informed through TChat. Continued non-compliance with the uniform policy will result in a meeting with the Head of School.

School Services and Catering

V&A CAFE

Modelled closely on the similarly named facility at Wellington College in the UK, the V&A café is named after Queen Victoria and Prince Albert, who were the driving force behind the founding of Wellington College in the 1850s.

Run in partnership with our catering company, it is a unique and high-quality venue, providing a comfortable and stylish place to relax for pupils (Seniors only during the school day), parents, staff and visitors. Hot and cold beverages and delicious pastries and snacks are available at low prices.

Parents are warmly invited to come and relax in the V&A café after dropping children off, or prior to picking them up.

The V&A café is open from 8am to 4pm, Monday to Friday, and at other times if special events require it.

Campus and Facilities

SCHOOL NURSE AND MEDICAL FACILITY

To ensure the health and wellbeing of our pupils, there is a medical room and Nurse office located on the first floor of the Nest, staffed by a qualified nurse. Prior to starting school, you must complete and return the medical form detailing any allergies or medical conditions that your child may have. It is vital we have up to date contact details for at least two adults who we can contact in case of an emergency. If your child is injured, the nurse will contact you to inform you, therefore please ensure you inform the school if you change your home, office, or mobile number.

If your child becomes ill during the school day, the nurse will contact you and you must collect your child from school. We cannot keep children who are ill in school as sickness and viruses spread quickly. Your child does not need to have a temperature for the nurse to make the decision that they are not fit to be in school. As well as the health of the child, we will consider the emotional wellbeing of the child when decisions are made. If you are unable to collect your child yourself, you must make arrangements for someone to collect your child. A sick child cannot travel home using the school bus service due to the infection risk to others.

EMERGENCY MEDICAL TREATMENT

If your child requires emergency treatment or a hospital visit we will always attempt to obtain your prior consent. However, should we be unable to contact you in the event of an emergency, parents have authorized (in the terms and conditions of the College) the Master to consent on behalf to the pupil receiving emergency medical treatment recommended by a doctor (including anaesthetic, emergency surgical procedures and blood transfusions-unless you have notified us that you object to blood transfusions)

MEDICATION

If your child has medication prescribed by a doctor that needs to be administered throughout the day, you **MUST** send it into the Nest clearly labelled with your child's name along with the Medication Authorisation form. This must be marked clearly for the attention of the nurse. If this form is not given to school, medication cannot be administered.

ALLEGY AND FOOD POLICY

We are a NUT FREE school. No nuts can be brought onto campus by anyone, and no nuts are used during any catering provision or cooking activities with children. Children should not bring snacks or extra food into the Nest in their school bags. All food the children require will be provided by the school catering service.

We recognise that children do sometimes have food intolerances or allergies, and a reaction to some foods can create discomfort or even a severe reaction in some cases. If any families are sending in any food into the Nest, we ask you to read the ingredients carefully and if there are nuts listed or it says 'may contain traces of nuts' and respectfully ask you do not pack these foods into packed lunches, picnics or end of term party provisions. We also ask you ensure there are no nut products in any birthday cakes sent into school. Birthday cakes with any nut products cannot be shared in school and will be returned to you.

CELEBRATION OF BIRTHDAYS

Families are welcome to bring a cake to school at a pre-arranged time with the class teachers. The cakes are shared only in the afternoon to ensure the children eat their lunch and do not overload on sugar. All cakes must be nut free. Any cakes with nut products cannot be shared in school. We have no space in a fridge to keep cakes cold, so please do not bring cakes before the afternoon.

We share cakes with the children but do not have birthday parties or share any party favours or gifts. In a very busy teaching day, we have a short time to share birthday cakes. Please do not send in any other birthday treats such as balloons, gifts, banners and so on.

Communicating With The Nest

General Enquiries

E-mail

info.tianjin@wellingtoncollege.cn

Telephone

+86 22 8758 7199 Ext 8066

If you have a question about the academic progress of your child:

Please contact your class teacher

Contact details are on the website:

www.wellingtoncollege.cn/tianjin

Urgent messages or administrative messages to Tina Zhang

(tina.zhang@wellingtoncollege.cn)

If you would prefer the message translated into Korean, please copy in
the Korean Liaison Officer (ella.kim@wellingtoncollege.cn).

If you have a concern about the wellbeing of your child:

E-mail Safeguarding Lead

Edward Batey Edward.Batey@wellingtoncollege.cn

Safeguarding Lead, Ms Lisa Wang

(lisa.wang@wellingtoncollege.cn).

For medical concerns, please contact the school nurse:

candy.chang@wellingtoncollege.cn (+86 22 8758 7199 Ext 6040)

If you have a concern about your child's attendance record, school reports,
withdrawal notices and certification, or to update your contact details:

Cissy Zhao: cissy.zhao@wellingtoncollege.cn

+86 22 8758 7199 Ext 8006

Communicating With The Nest

MASTER

yang.yang@wellingtoncollege.cn

BURSAR

julia.ji@wellingtoncollege.cn

DIRECTOR OF ADMISSIONS & MARKETING

peter.randall@wellingtoncollege.cn

HEAD OF SENIOR SCHOOL

yvette.peden@wellingtoncollege.cn

HEAD OF JUNIOR SCHOOL

melissa.meyers@wellingtoncollege.cn

HEAD OF SIXTH FORM

jayne.sabio@wellingtoncollege.cn

HEAD OF EARLY YEARS

jan.bennett@wellingtoncollege.cn

KOREAN LIAISON

ella.kim@wellingtoncollege.cn

SOCIAL MEDIA

The School will not engage with, nor respond to, to any rumours or gossip on social media sites such as WeChat, Facebook or Weibo. Parents who are concerned by any such activity should contact the School directly. Important official announcements or changes to School policy will be published on the School website and parents will be contacted directly.

BULK SMS MESSAGES

There are times throughout the year when it is necessary for the school to communicate quickly and efficiently with parents. This could be in the event of heavy snow causing the school to close for the day, or excessive pollution levels and a cancelled sports' fixture. We will always keep such communications to a minimum. Parents are responsible for ensuring that they provide the School with a current mobile telephone number.

Be **You** **More** Be

从心, 致远。