



THE  
INTERNATIONAL SCHOOL  
OF PAPHOS PRIVATE



“

Give us the **seedling**  
and we will give you  
the **tree!**

”

**kindergarten**

WHERE LEARNING BEGINS



The left side of the page features a large, abstract graphic design. It consists of several overlapping, organic shapes in various colors: dark blue, maroon, yellow, orange, and light teal. These shapes are decorated with different patterns: some have white polka dots, some have white diagonal stripes, and some are solid-colored. The background of the entire page is a solid teal color.

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# Welcome

The **Kindergarten** is an integral part of The International School of Paphos.

Our aim is to provide a high-quality Early Years curriculum that will contribute positively to children's learning and provide a secure foundation for their future education.

The following information is to enable you to learn more about the performance and function of our Kindergarten, aiding you in making the very important choice for the first stage of your child's education.

## Our Mission And Vision

Our **Kindergarten** provides a safe and stimulating environment in order to enable each child to develop socially, emotionally, physically and cognitively. We adopt a holistic, child-centred approach which promotes a positive self-image and love of learning.



## Our School

The International School of Paphos is a private, dynamic, forward-thinking Day and Boarding school founded in 1987. It provides an exemplary education to Cypriots and students from over 40 countries, from the age of 2½ (Kindergarten) to 18 (A Levels/Apolytirion).

The school follows the English National Curriculum which is enhanced with a wide range of extracurricular activities while being mindful of the local culture.

Our experienced, caring teachers and support staff promote a well-rounded education, in partnership with families and the wider community.

Our state-of-the-art facilities provide a stimulating learning and social environment, ensuring that all pupils are able to develop to the best of their abilities and flourish.





## Our Kindergarten

The Kindergarten is housed in its own **purpose-built facility** that includes three classrooms for group work and a large hall where children have opportunities to work and play.

**The exciting outdoor area** is designed to encourage imaginative play and has a good range of climbing apparatus, wheeled toys, a sand and water tray, small gardens, and a large, grassed area.

**The Kindergarten is self-contained** and fully secure. However, it is very much part of the main school and benefits from full use of the wider facilities of the main campus. These include the Library, IT Room, Media Room, Sports Centre, and Sports Fields. There may also be opportunities to use the swimming-pool as part of the afternoon programme.



**The Kindergarten caters** for children aged two and a half up to, and including, children aged five. It ensures that they are well-prepared for a smooth transition to the Pre-Reception Class of the school or to the Greek Primary schools.





## Our Children

Children are grouped into three groups based on their ages:



KOALA BEARS



PANDA BEARS



POLAR BEARS

## Staffing

Staff in the Kindergarten are well-qualified and experienced in working with young children. They are committed to providing a stimulating and happy environment for learning.

The Kindergarten staff ensure that all children are respected as individuals, regardless of language, ability, culture, or background. The tuition is in English, but an awareness of the rich local culture, celebrations and traditions is developed throughout the curriculum.

*Several members of staff are bilingual in English and Greek.*



# Daily Routine

## School Hours

1

School begins in Kindergarten at 7.30 a.m. Monday to Friday. There is one pick-up time at 2.00 p.m. Parents can drop off their child at school no earlier than 7.30 a.m. when a member of the Kindergarten staff will be on duty at the front door. Important information may be given at this time, but parents are also encouraged to make an appointment to discuss their child's progress at a mutually convenient time.

## Lateness

2

If children arrive at school after 8.30 a.m., they need to report to the school Reception Office. The parents are required to sign in their child before going to the classroom. We expect children to arrive promptly in order to take full advantage of the programme. Arriving late does not entitle the child to stay late.

## Absences

3

- A. If a child is going to be absent for the day, parents need to contact the school Reception Office by 8.15 a.m.
- B. Staff should be informed in writing if parents intend to take their child on holiday during term time.

## Meal Times

4

The Kindergarten provides breakfast at 8.30 a.m. and a snack at 10.30 a.m. Children may bring a packed lunch which will be given to them at 12.15 p.m. All food and drinks should be labelled and placed in the plastic boxes provided by staff at the start of the day so that they can be stored in the kitchen. Food should not be left in children's bags or pigeon-holes where it can be spilled or left behind when the school closes as it may spoil.

## Toilet-trained

5

When children start to attend Kindergarten, they should be toilet-trained and thus be able to go to the toilet independently. However, 'accidents' happen, and it is helpful if parents provide their child with a full set of spare clothing. The children are encouraged to be fully involved in a wide range of activities, including indoor and outdoor physical play, painting, model-making, and role-play. Children's clothes should take account of these activities and be comfortable and easily cared for - a tracksuit or other casual wear is ideal.

## The Curriculum



The curriculum is based on the Early Learning Goals as identified in the framework for the Early Years Foundation Stage issued by the Department of Education in England. It prepares children for their future learning in the Reception Class and beyond. The curriculum offered is consistent with the English National Curriculum. The Kindergarten also takes account of the aims set out by the Cyprus Ministry of Education, Culture, Sport and Youth.

We believe that all children should be given the very best start to their education. Our curriculum provides a balance between activities planned by adults and also those that children initiate themselves. We seek to provide learning experiences of the highest quality. Children are encouraged to learn through structured play as well as through opportunities to talk, listen, experiment, make observations, ask questions, and investigate for themselves. Parents are kept informed of their child's progress through reports and regular discussions with the Class Teacher.



The Kindergarten provides a **lively environment** that stimulates children's imagination and encourages them to consolidate their developing knowledge, skills, understanding and attitudes. Resources which include interactive whiteboards, are well-organised to enable children to make choices and to enrich their learning.

Every day the children have **opportunities** to work in a mixture of group and whole-class activities. This enables staff to take account of the fact that children learn the same, but think in different ways and at different rates.

Children, for whom English is not the first language, are fully supported so that they learn at their own pace and achieve **success**.

In all the areas of learning, the staff seek to accommodate children's specific religions or cultural beliefs. The curriculum includes the celebrations which are part of the local culture. There are also opportunities that **encourage** children from other countries to share their traditions.

The curriculum is enhanced by educational trips linked to the programme and by visitors **sharing** their interests and expertise to reinforce the children's learning.

All activities are designed to encourage children to become **confident** and competent learners, ultimately taking responsibility. The curriculum is carefully planned to give children the self-assurance to embrace new ideas and master new skills.



# Areas Of Learning


Before they join Kindergarten, children will have already learned a great deal from their families and will have a wide range of interests and skills. We aim to build on this prior learning through activities which are matched to each child's needs and reflect what they already know and can do. The curriculum is based on seven areas of learning:

1



Communication and Language

2



Understanding Of The World

3



Expressive Arts and Design

4



Physical Development

5




Personal, Social and Emotional Development

6



Literacy

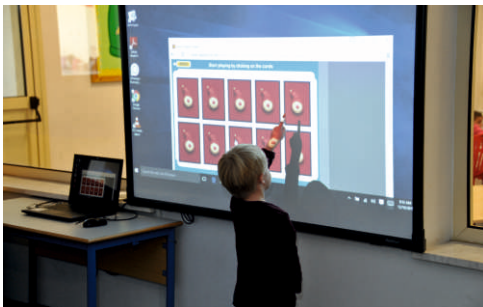
7



Numeracy

Children's **personal, social, and emotional development** is central to the work of the Kindergarten. It is crucial for children to develop a positive sense of themselves, build healthy relationships with adults and other children, ultimately becoming independent learners. In the first half-term after children have joined the Kindergarten, staff give this area of learning a greater emphasis within all activities. By the time they transfer to the Pre-Reception Class, the children need to be competent in key skills linked to communication and language.

Our staff ensures that children are encouraged to develop **communication, speaking, and listening skills** in a wide variety of situations and for different purposes. Children's literacy development is aided when they listen to and share a wide range of stories, learn letter sounds and learn to form letters. They copy and write their own name, dictate captions and stories for adults to scribe so that they can copy. There are many opportunities for children to practise their own free 'writing'.



We want children to become confident and competent in **numeracy skills** such as counting, sorting, matching, seeking patterns, making connections, and working with numbers, shapes, space, and measure. Staff encourage children to learn through number songs, games, and imaginative play so that they enjoy using numbers across a range of activities such as cooking, gardening, shopping, and working in the sand and water-tray. Children learn to recognise numbers, to know the relationship between numbers and objects, to copy and then write numbers to 10 freely.

Children are encouraged to develop the **skills, knowledge and understanding** that will help them to make sense of their world. Many of these skills form the foundation for future work in subjects such as Science, History, Geography, Design and Technology, Information and Communication Technology. Activities are based on first-hand experiences that motivate children to explore and investigate.

Children's **physical development** is encouraged through work in the indoor and outdoor play areas, which provide excellent opportunities for them to develop and improve their co-ordination, control, manipulation skills and movement. They learn through dance, moving to and interpreting music, climbing, balancing, moving at different speeds and changing direction.

The Kindergarten provides a stimulating environment for **children's expressive arts and design development**, enhancing their individual creativity, originality and expressiveness which are valued. In this area of learning, children are encouraged to communicate their ideas through art, music, dance, role-play, and imaginative play.



# Reports

Staff are available to discuss children's progress with parents regularly, and a written report is prepared twice a year.

## Policies and Procedures

Food brought to school should not include nuts as children often offer food to others and those with an allergy to nuts could be put at risk. As we promote healthy eating in our Kindergarten, sweets, biscuits, or crisps should not be included in the child's lunch box.

### 1 Pick-Up

Children should be picked up promptly at 2.00 p.m. This ensures that children are not upset, and that Kindergarten can function smoothly. Children not picked up on time will be taken to the Reception Office or another designated area to await collection.

### 2 Extended Holidays

Teachers are not responsible for providing work for children who take extended holidays or prolonged absences from school. Even at this early age, it is important that children attend school regularly in order to become familiar and comfortable with routines.

### 3 Behaviour Management

An important part of teaching involves guiding children to develop self-discipline. The purpose of discipline is to assist children to learn ways of behaving that are acceptable to themselves and to others. This usually means setting limits for their safety, the safety of others, together with respect for people and property. It is our aim to help children to understand that there are consequences as a result of their actions. In case of bad behaviour, a time-out period is given for the child to calm down, thus be ready to work and play with others. Good behaviour is rewarded with praise, and in concrete ways such as assigning stars and stickers.



# Health & Safety

## Health & Safety Standards

All Kindergarten staff have up-to-date health certificates, checked and approved by the local Health and Social Welfare Department. The Kindergarten holds all necessary licences and certificates, therefore meets all the current health and safety standards. Government inspections are carried out annually. Risk assessments are carried out regularly by the staff.

## Fire and Earthquake Drills

Fire and earthquake drills are conducted regularly, using the alarm to familiarise the children and the staff with emergency procedures. The Health and Safety Officer maintains a record of fire and earthquake drill dates, times, and comments.

## Emergency Contact Forms

All children must have a fully completed, up-to-date form on file in the office. The Emergency Contact Form is available from the Kindergarten Office and must be renewed and signed each year. In the event of an emergency, parents will be notified immediately based on the information included on the form. It is extremely important that parents notify the school of any changes to telephone numbers listed on the form. This form is used to call parents if their child falls ill at school or has an accident and needs to go home or needs to seek medical help.

## Illness

The control of contagious illnesses among the children is of prime concern. In order to protect all the children, we request that parents assist us by keeping sick children at home if they have experienced any of the following symptoms 24 hours prior to coming to school:

- a fever over 37.4 degrees Centigrade
- diarrhoea, vomiting or an upset stomach
- any discharge from eyes, nose, ears, or open sores
- persistent cough
- skin eruptions or rashes of an infectious nature
- any illness which has been diagnosed by a doctor as being contagious

## Special Medical Needs

The Kindergarten Teachers are trained to administer simple First Aid in case of an accident in the playground, but the school is not staffed with medical personnel. If your child has special medical needs, parents must bring them to our attention upon enrolment and provide regular updates to their child's teacher.



# General Information

## 1. Announcements

Parents are advised to check the information at the Kindergarten entrance on a regular basis. The School Calendar, lesson plans, a weekly menu, newsletters, memos, a variety of public announcements and photographs from school events are displayed.

## 2. Supplies provided by parents

The Kindergarten provides most supplies. Parents are asked to provide a change of clothing (in case of 'accidents'). Children should be dressed casually to join in all class activities. Children are very actively involved in P.E., indoor and outdoor physical together with practical activities. Many of these activities may be messy, so it is not practical to dress children in expensive clothes. Children should be dressed in comfortable, loose clothing, for example a tracksuit. All clothing should be labelled with the child's name. Children's footwear should be comfortable, enabling them to run and climb safely.

## 3. Toys

Kindergarten children should not bring their own toys to school. These items are easily lost or broken, and this causes disappointment and arguments amongst children.

## 4. Storage space

Storage space is provided for each child. This can be used to store bags and an extra set of clothing. Children's pigeon-holes should be checked each day as letters, finished work and other notices are placed there for the children to take home.

## 5. Birthdays

For birthday celebrations, a child may bring in a treat for his/her classmates (cake, chocolates etc.). Parents can plan with the teacher in advance. Sweets and chocolates are not allowed on other days.

## 6. Lost and Found Items

We have a Lost and Found box. Parents can check it regularly for lost items. All items not claimed at the end of each half-term will be discarded.

## 7. The Programme

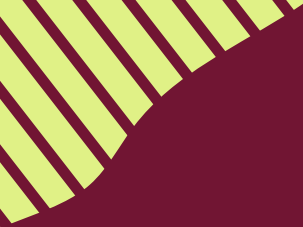
Each daily session provides a broad programme of structured activities. An example of the weekly programme may be obtained from the school and is also displayed at the Kindergarten entrance.



kindergarten

The information contained in this brochure is of general nature and valid at the time of publication. While every effort is made to keep it up-to-date, it should be understood that the school is a dynamic environment and any changes may take place from time to time.

This does not constitute a contract.



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