

KINDLE KIDS **INTERNATIONAL SCHOOL**

Prospectus 2021

Academic Year April 2021 – March 2022



ENTRY REQUIREMENTS

Students must meet Kindle Kids International School entry requirements to be eligible for admission. Our Admissions Executives will happily answer any questions you might have about your child's eligibility.

We accept students in Grade 1 to Grade 7 throughout the year, although places are subject to vacancy. Any exceptions to be discussed with Head of School.

Our minimum age requirements for entry into each grade level are in the table below. The age of the students to be calculated until March 31st of the year they are seeking admission for. While these guidelines are an indication of the required age for each grade level, KKIS will in exceptional circumstances accept students who are up to one year older/ younger than the grade level age. This is subject to approval of the school.

Grade Level	Age	Grade Level	Age
Grade 1	5+	Grade 5	9+
Grade 2	6+	Grade 6	10+
Grade 3	7+	Grade 7	11+
Grade 4	8+	Grade 8	12+

STEPS FOR ENROLMENT

1. Complete the application form.
2. Submit the supporting documents to our admissions team along with application form.
3. Aptitude test is required for student from Grade 2 and above. Schedule an appointment for an aptitude test for the student and a campus tour.
4. Meet Head of the School for an interactive session.
5. Final decision of the admission will depend on,
 - Aptitude test result
 - Age criteria
 - Previous educational certificates
 - English Language Proficiency
 - Head of School's discretion after an interactive session with parent/student
6. Upon acceptance of a place at KKIS, execute the KKIS student contract.
7. Pay the registration fees and tuition fees.
8. Submit the final documentation before school starts. You may submit the required documents in person or email to: admissions@kindlekids.sg



FEE STRUCTURE 2021-22

NEW ADMISSION	ONE TIME REGISTRATION FEE = \$1,712 SPECIAL PROMO = 50% OFFER	\$856.00
COURSE FEE:		
Grade 1-5	With School Bus Transport With Parent Pick-up With Private Transport	\$775 + GST = \$829.25 \$775 + GST = \$829.25 \$800 + GST = \$856.00
Grade 6-7	With School Bus Transport With Parents Pick-up With Private Transport	\$850 + GST = \$909.50 \$850 + GST = \$909.50 \$900 + GST = \$963.00
SIBLING DISCOUNT – LOWER GRADE 50% DISCOUNT! (TUITION FEE)		
Student Insurance (Per Year)		\$10.70
Student ID Card		\$10.70
Course Books & Materials		\$353.10
School Uniform – Regular set (1set)		\$30.00
PE set (1set)		\$20.00
OPTIONAL: School Bus Transport (Island-wide; fixed amount)		
Grade 1-7		
Two-way Transport fee		\$200 + GST = \$214.00
One-way Transport fee		\$160 + GST = \$171.20
Reactivation Fee during the same academic year		\$400 + GST = \$428.00
WITHDRAWAL TERM NOTICE:		
Withdrawal from course – refer to school Terms & Conditions – 2month’s notice. Withdrawal from transport – refer to Transport Agreement – 2month’s notice.		



(1) Mode of payment: Cash/ Cheque/ NETs/ Bank Transfer/ Paynow

Bank Details for transfer

Name : Kindle Kids International School

Bank : United Overseas Bank

Branch : Suntec City

A/C No : 365-308-683-9

Details for Paynow

Paynow ID : 201733306C001

(2) Please note that the following documents are required for Admission:

- Recent Photographs - Student, Father and Mother / Legal Guardian
- Valid Passport Copies - Student, Father and Mother / Legal Guardian
- Valid NRIC / FIN - Student, Father and Mother / Legal Guardian
- Immunization Certificate
- Transfer Certificate / Leaving Certificate
- Mark Sheet / Report Card for previous grade pass
- Medical Report if applicable
- Identification for pickup
- Other Documents to support the admission.



CURRICULUM

The Cambridge inspired curriculum focuses on imparting academic knowledge and the acquisition of life and leadership skills. Students are immersed in a creative and nurturing environment placing emphasis on excellence, ingenuity, integrity, and service.

Subjects offered:

- English
- Mathematics
- Environmental Science / Science
- Language Learning – Hindi / Tamil / French
- Computer Science / Information Technology
- Visual Arts

Enrichment

Since every day is a unique day for young learners; the weekly enriched program in our school is carefully tailored to balance periods of structured learning with creative activities.

We not only introduce an activity and carry out its procedures, but through carefully planned teaching strategies, we indoctrinate our kids making them more skillful, competent, and confident before facing the competition based on that enrichment.

Pupils at KKIS will experience a wide variety of activities from Literary activities, Music, Art, Drama, and highly varied activities.



PHYSICAL EDUCATION

“All work and no play make Jack a dull boy”.

The importance of play or sports for children has become even more relevant in our current times, and schools have a prominent part to “play” in it. The benefits of playing sports are multiple and it leads to balanced mental and physical growth. It teaches the children life skills like teamwork, leadership, patience. It inculcates discipline among students and playing within the rules. Builds sportsmanship, which is to play within the spirits of the game and to deal with both winning and losing with grace. All these experiences and habits are also useful in adult life.

We at Kindle Kids International School very well understand this and considering all these merits, KKIS strives in providing proper facilities and dedicated instructors to help our students pursue sports.

Highlights of our Physical Education Program:

- Detailed curriculum for Physical Education.
- Regular Calisthenics – the basic requirement of Physical Education classes.
- Exposure to three different games viz., **Basketball, Football, and Badminton**
- Each game to be coached for two months.
- Specialized and dedicated coaches to help with sports program.



CO-CURRICULAR ACTIVITIES

Education involves not only acquiring knowledge but also building up skills and attitudes that will help students shape into an all-round personality. Keeping this in mind, we open the doors of opportunity to include diverse activities. Co-curricular activities (CCAs) are such areas where the list of interests is wide. Our students are given the opportunity to explore all the options to determine where their interest lies.

All the CCAs will have a defined curriculum. CCA classes will be scheduled once a week. CCA class will be block classes of 1-hour duration. All students will continue the same CCA for four weeks and will then move to the next CCA which will also be continued for four weeks. This way, the students get an opportunity to explore all the CCA options and identify where their interest lies.

Please find below a list of the CCAs that the school will provide during the school hours.

	ACTIVITY
1	GLOBAL RHYTHMS (WESTERN DANCE)
2	PENCIL SKETCHING
3	COOKING WITHOUT FIRE
4	STEM ACTIVITIES
5	ARYABHATTA SCIENCE CLUB
6	ZUMBA
7	LIFESKILLS
8	GREEN FINGERS
9	PAPER QUILLING
10	ORIGAMI



PREMIUM CO-CURRICULAR ACTIVITIES

At KKIS we strongly believe in overall personality development of a student and have a wide range of CCAs (co-curricular activities) from Cooking without Fire to STEM activities, from Green Fingers to Origami and much more. CCAs and academics both complement each other to develop a well-rounded student with advanced social skills. Education must go beyond the four classroom walls to make learning an experiential process.

We are glad to introduce in addition to our existing CCAs; Premium CCAs at KKIS, they are -

- **Robotics - Learn to Code**
- **Robotics – Design Thinking & Programming**
- **Yoga for Kids**
- **Speech and Drama**

*Please note that if a parent is not interested in opting for Premium CCA, the child will continue to do regular CCAs as per earlier schedule.

1) Robotics - Learn to Code (Grade 1 – 4)

Coding helps children to develop an appreciation of how things work. It also teaches them how software engineers use math to solve problems in a logical and creative way. This is an important reason for children to learn coding skills while they are young.

Learn to Code program focus on students to learn to code to code to learn using educational Robotics. 25% of American Schools Districts are using same program.

Kids can watch their virtual coding turn into tangible learning experiences in real time robot, with its performance and multiple sensors, interacts with and responds to its surroundings. Students will get to interact with educational robots while coding their movements.

- Coding course especially designed.
- Fundamental Coding Concepts – Sequencing, Loops & Events
- Fun learning with educational robots - Dash and Dot

Note: - Existing students, who have completed Levels A and B, will go for Level C in the next academic year. New students will start with learn Levels A in the coming year.

2) Robotics – Design Thinking & Programming (Grade 3 – 7)

Robotics Designing is an exciting field for students to ‘create’ and ‘innovate’ using technology. Playing with a Robot and creating one makes a huge difference to child’s learning in the process. Students engage intensely in this engineering-based activity, where they ideate and brainstorm virtually to build Robots in real.



Since this is the second year when we are conducting Robotics & Programming @ KKIS, the current students who wish to re-enroll for this PCCA will be learning the next level of Robotics.

Programming is a basic literacy in the digital age, and it is important for students to understand and be able to work with technology around them. Having young minds learn coding at a young age prepares them for the future. Coding helps children with communication, creativity, math, writing, and confidence.

- The introductory program will focus on introduction to coding and designing.
- robotics through hands-on learning in a fun and friendly environment.
- Students will explore a range of robotic designing-based activities.
- Students will course through the basic mechanics, building structures & application robots, introduction to coding and simple circuit coding
- One robotics take home kit for every child.

Note: - The Programming component of the course is specially designed for Advance Level students. Students who are re-enrolling for this PCCA, will learn the next level this Academic year.

The existing Design Robotics students are not required to re-purchase the Robotics Kit. They are only required to purchase additional components for added programming. Only new students enrolling for this PCCA are required to purchase the Robotics Kit.

3) Yoga for Kids (Grade 1 – 7)

Yoga at an early age encourages self-esteem and body awareness that foster cooperation and compassion in young students. Students derive enormous benefits from yoga. Physically, it enhances their flexibility, strength, coordination, and body awareness. In addition, their concentration and sense of calmness and relaxation improves.

When a child practice yoga and mindfulness, research says it has proven positive effect on her/his mind and overall wellbeing. Yoga provides training of mind and body to bring emotional balance. It is highly instrumental in calming the mind, relaxing the body completely and these in-turn increase child's productivity and responsiveness.

- Introduction to basic yoga
- Stretching exercises
- Flexibility improvement
- Improved concentration
- Meditation
- Age-appropriate Yoga postures
- Yoga awareness for students and parents



4) Speech and Drama (Grade 1 – 7)

The Speech and Drama program focuses on teaching, communication, problem-solving and group dynamics skills through the exciting medium of drama with tools such as poetry, theatre, mime, puppetry, role-play, masks, storytelling, reading aloud and creative writing, creating an environment that promotes the use of imagination and creativity, and enjoyment of rhythm, sound, and language.

It is a systematic approach to teaching language skills with an emphasis on grammar and spoken English, using rich texts and a variety of language resources to enable pupils to appreciate the language beyond the classroom.

Grade 1 – 3: Level I

- Develop self-awareness and recognizing their own abilities.
- Work on their language skills through thematically structured curriculum.
- Develop confidence and creative thinking through drama, songs, poetry, and storytelling activities.
- Broaden socialization and communication skills via conversation, discussion, and role-play.
- Improve co-ordination and spatial awareness through physical exercises and games.
- Sharpen students' linguistic and communication skills, build up confidence and promote teamwork.

Grade 4 – 7: Level II

Along with the above activities, for the older students the focus will be on:

- Speak out loud, express themselves - exterminate shyness and performing Phobias.
- Perform and act out stories and recreate dramas from the past, act out characters and scenarios.
- Articulate speech sounds, concentrate on voice development.
- Evaluate their progress and help set their own learning, prepare their presentations with logical structures.
- React spontaneously, examine positive body language.
- Present poetry and plays, recite information, and express it convincingly.
- Organize the ideas into a coherent presentation, respect their classmate's creative contributions.
- Manage and produce good performance.



Assessment Structure

The syllabus drawn from this structure uses three broad forms of Assessment which can be used throughout the learning process mentioned below:

Diagnostic Assessment:

This assessment informs teachers and learners about what is already known to the learner and helps to identify which area the Learner needs to focus on. This helps to know the strengths, weaknesses, skills, and knowledge that the learner has, prior to the start of the topic.

Formative Assessment:

AFL- “Assessment for Learning” is conducted as an ongoing process of observation of the Learner’s understanding of the Learning objectives. This helps to make an opinion and arrive at a review of the knowledge of the student learning the topic. The curriculum incorporates several forms of formative assessments. Some of the strategies are:

- 1) Sharing clear learning intentions/ objectives for lessons with learners.
- 2) Sharing and negotiating lesson success criteria.
- 3) AFL strategies embedded in lessons and in learner tasks, encouraging learners to express ideas about what they are learning and what helps them to learn.
- 4) Facilitating peer and self- assessment.
- 5) Encouraging learner responses to feedback and marking that includes individual target setting.

This process includes many kinds of classroom activities like Quiz, Puzzle, Tic Tac Toe, Cross word, Puzzle, Debate, Discussion, Role play, Project work, Question and Answer, etc. These can either be teacher-led or focused on learners working together.

Summative Assessment:

Sometimes referred to as “Assessment of Learning”. This assessment sums up the learning of learners at the end of periods of learning at the end of every term. This is measured against clearly defined standards. Then, the teacher evaluates and appraises all aspects of child’s personality both cognitive and non- cognitive. This enables a teacher to keep track of a student progress from time to time.

The continued periodic Formative and Summative assessments are designed to engage whether the learning has been internalized, whether the student will be able to relate this learning in different situations under different contexts, whether this learning will provide a base for Expanded Learning Opportunity.



Structure of Assessments (For Grades 1-5)

UNIT 1 MODULE 1	UNIT 2 MODULE 2	UNIT 3 MODULE 3	UNIT 4 MODULE 4
F.A- 10 marks	F.A- 10 marks	F.A- 10 marks	F.A- 10 marks
S.A- 40 marks	S.A- 40 marks	S.A- 40 marks	S.A- 40 marks

Structure of Assessments (For Grades 6-8)

UNIT 1 MODULE 1 WEIGHTAGE	UNIT 2 MODULE 2 SEMESTER WEIGHTAGE	UNIT 3 MODULE 3 WEIGHTAGE	UNIT 4 MODULE 4 SEMESTER WEIGHTAGE
F.A- 10%	F.A- 10%	F.A- 10%	F.A- 10%
Continual Assessment 30%	Semester 1 Exams 50%	Continual Assessment 30%	Semester 1 Exams 50%

RUBRICS

Exhaustive and precise rubrics given as parameters for effective evaluation. Observation Record for on-the-spot recording of results of Formative Assessment will have an instant recording sheet.

REPORT CARD

This provides opportunities for student's self- reflection, Teacher's Evaluation, and a section to assess the skills and activities undertaken to test on the learning outcomes of the students.



GUIDELINES FOR ASSESSMENTS

Formative and Summative assessments will be given to test the progress and achievement of each child.

For Grades 1-5

For every Term, the following Assessments will be conducted:

- 10 Formative assessments (20 marks)
- 2 Summative assessments (40 marks each) will be conducted.

For Grades 6-8

For every Term, the following Assessments will be conducted:

- 10 Formative assessments (20 marks)
- 1 Continual Assessment (40 marks each)
- 1 Semester Exam (90 marks each)

For every Term, 10 Formative assessments (20 marks) and 2 Summative assessments (40 marks each) will be conducted.

Any activity or worksheet mentioned in the 'Formal Assessment' section of the lesson plan will be given a rubric to assess the child. As mentioned above, a minimum of 5 activities will be assessed per module. Rubrics will be provided for the same with a rating of 1-5, 5 being the highest and 1 the least. The conversation (to 10 marks) calculation is given below with an example:

The cumulative average for assessments will be calculated in the following way.

Assessment no	Rating (rubrics)	Percentage
1	4/5	80%
2	3/5	60%
3	3.5/5	70%
4	2/5	40%
5	4/5	80%
Total		330

Convert 330 to percentage – $330/5 = 66\%$

Convert the percentage for 10marks = $6.6 = 7/10$

This will be final assessment marks for the Formative assessment which will be added at the end of a module to the Summative marks (2summative Assessment).



GRADING SYSTEM AT THE END OF EACH TERM (For Grades 1-5)

Formative marks (20) + Summative marks (80 marks) = Total 100

e.g., If the student has scored 80/100, the percentage will be 80%

Use the following guidelines for grading.

90-100 = A+

80-89 = A

70-79 = B

60-69 = C

50-59 = D

40 and below = U

Hence, in the above example, the child would have a grading of A (80%)
GRADING SYSTEM AT THE END OF EACH TERM (For Grades 6-8)

Formative marks (20) + Continual Test marks (40 marks) + Semester Marks (90 marks) =
Total 150

Convert 150 to percentage... e.g. If the student has scored 140/150, the percentage will be
93.3%

Use the following guidelines for grading.

90-100 = A+

80-89 = A

70-79 = B

60-69 = C

50-59 = D

49 and below = U

Hence, in the above example, the child would have a grading of A+ (93.3%)



PLANNING FOR ASSESSMENT

ASSESSMENT STRATEGY:

- Identify the learning objectives.
- Decide what learners should learn in the lesson (the learning intention or success criteria)
- Decide on a suitable learning outcome for each level in the group.
- Consider what classroom activities will help learners meet the learning intention.
- Plan how to communicate the success criteria for the activity.
- Plan how learners will use the success criteria to understand the assessment.
- Prepare phrases for suitable questions and effective feedback.
- Plan opportunities for peer and self-assessment
- Choose suitable strategies which will help learners to use the success criteria appropriately and which will help them to identify possible improvements.
- Provide examples of suitable feedback comments for use by learners.

INTERVENTION PROGRAM

With evaluation done periodically, students who have difficulties in coping with classroom environments are identified scientifically and placed in need based.

RP - Remedial Program to ensure that they cover up learning gaps and reach grade level requirements.

NOTE:

There will be no exams from Grade 1 to Grade 5.

Only Formative and Summative Assessments will be conducted.

The Formative and Summative Assessments are included in the Teachers Aid Memoir.



IMPORTANCE OF FEEDBACK

Teachers use some of the following effective feedback statements.

EFFECTIVE FEEDBACK STATEMENTS

Feedback can be oral or written and both are equally important.

More effective teachers use praise less often than less effective teachers.

Praise needs to be specific rather than generalised.

Grades, marks, etc have little effect on learner performance.

Narrative comments help learners to understand how to improve.

Feedback is more effective if it is focused on the task rather than the learner.

Indicating areas for improvement is more productive than providing learners with corrections.

Opportunities need to be provided for learners to improve previous work.

Recognizing learners 'efforts ensure they are more likely to believe they can improve rather than relying on their innate ability.

