



# PRIMARY SCHOOL PARENT HANDBOOK

## Grades 1-5

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# Welcome parents

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I am very pleased that you have chosen Leipzig International School (LIS) for your child. LIS Primary is a warm, vibrant and welcoming place where learning is at the heart of everything we do and in pursuit of the School's Vision.



We are committed to providing a safe, secure and happy environment where our students, from around fifty nations, learn together in an atmosphere of mutual regard, respect and international mindedness. Our Golden Rule says it all,

“We treat others the way we would like to be treated.”

We aim to support the development of all children emotionally, physically and intellectually. Classes are predominately taught by one class teacher so that students build up good relationships with those who encourage and guide them. In addition, specialist teachers and support staff add quality and depth to our programmes.

Our curriculum is derived from the International Primary Curriculum (IPC), Cambridge Primary Programme (CPP), current research and the best practices from around the world, in order to provide our students with the best possible holistic education. The language of instruction is English and we cater for a wide range of student needs including those who are learners with English as an Additional Language (EAL), students with specific learning difficulties and those who are ‘able, gifted and talented’. Furthermore, we encourage all of our students to become bold, positive and proud whilst hoping that they take advantage of the variety of opportunities that the Primary Section provides – so they learn to be a citizen of the world.

Parents are important to our school and we believe that establishing positive and effective home-school partnerships is vital for our students, your children. As such, we actively encourage and expect all our parents to be partners in their child's education and also in the wider life of school. Good communication is a key to this, and information about what is going on in a student's class can be found here on this website or in the weekly newsletters we send home - and of course personal visits are always welcome.

Whether your child is coming from Leipzig International Kindergarten or another school, taking their first steps away from home or preparing to move onto their next phase of education in our Secondary School or elsewhere around the world; their time in the Primary School is very special. We are proud of our commitment to making their experience during their time with us intrinsically rewarding and positive.

We trust that, as you browse through these pages, you will find answers to any questions you may have. Please do not hesitate to contact any member of staff if you would like further information.

I hope to see you soon.

A handwritten signature in black ink that reads "T. Belfield". The signature is written in a cursive, slightly slanted style.

*Tim Belfield*  
Primary School Principal

# Mission and Statement of Principles

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## Our Motto

*Learning to be a citizen of the world*

Our motto stresses that our school is not only, or even most importantly, about passing examinations. It is principally about learning how to become a valuable member of society, a contributor to society and an upholder - or even developer - of global values. We are international, we look beyond boundaries, we are part of global society, and it is to that society that we contribute. That does not mean that we disregard local society, it means that we also contribute to local society but recognise that local society is part of a greater whole. So our students are, firstly, learning how to be a positive contributor to global society and, secondly, acquiring the knowledge that enables them to do so.

## Our Mission

Leipzig International School provides a high quality international education, conducted in English, to children of all backgrounds, thereby supporting the regional community and promoting international understanding.

## Our Core Objectives

1. We create a safe and stimulating learning environment in which our students can discover and develop their intellectual, physical, social and creative potential.
2. We help our students to be happy, well-balanced, ethical individuals who work effectively and willingly with others.
3. We educate our students to think and act with openness to the perspectives, values and traditions of other cultures and communities.
4. We enable our students to understand and express ideas and information confidently and creatively in more than one language.
5. We employ caring, committed and talented international staff, and provide them with the training, the resources and the environment to further develop their professional skills.

## Our Core Values

1. We uphold the principles of equality of opportunity and fair treatment of all individuals.
2. We embrace diversity as an essential part of our learning environment.
3. We respect ourselves, we respect each other and we respect our environment.
4. We value honesty, fairness and integrity.
5. We recognise that we are fortunate and assume our responsibility to make a positive contribution to society.

# Primary School Staff 2018/19

Grade 1	Class	Room	Educator(s) in Class & Hort
Anna Kmiec	1AK	004	Emily Patterson Natalie Otto (volunteer) Simone Fritz
Christian Horn	1CH	003	
Lucy Calabrese	1LC	006	

Grade 2	Class	Room	Educator(s) in Class & Hort
Jemima Gardner	2JG	009	Evelina Lindgren
Jordan Ibsen	2JI	010	
Kathryn Horn	2KH	007	

Grade 3	Class	Room	Educator(s) in Class & Hort
Alison McTavish	3AMT	101	James Kotsch
Candace Downs	3CD	113	
Tom Elms	3TE	114	

Grade 4	Class	Room	Educator(s) in Class & Hort
Courtenay Comiskey	4CC	110	Nejla Beganovic
Josephine Ng	4JN	104	
Rebecca Buckingham	4REB	103	

Grade 5	Class	Room	Educator(s) in Class & Hort
Amy Möller	5AM	107	Lana Almunaizel
Bryony Galligan	5BG	109	
Carl Andresen	5CA	106	

Please note that Mr. Carl Andresen is covering Marisa Di Teresa's maternity leave until 18/11/18.

Specialist Staff	Initials	Room
<b>Permanent Substitute</b>		
Myles Buckingham	MB	
<b>EAL Teachers</b>		
Ulrike Metzler	UM	002
Alana Riess	AR	102
<b>EAL Educators in Class &amp; Hort</b>		
Jayne Käthner	JK	
Marie-Luise Hoffmann	MH	
<b>German &amp; GAL Teachers</b>		
Anne Cäsar	AC	H08
Cornelia Wernndl	CW	H06
Inge Saueremann	IS	H04
Valerie Habicht-Geels	VG	H10
<b>GAL Educator in Class &amp; Hort</b>		
Lena Morgenstern (Volunteer)	LM	

Specialist Staff	Initials	Room
<b>Learning Support Teacher</b>		
Lito Fouki	LF	H01
Nancy Davis (G5 only)	ND	
<b>Counsellor</b>		
Josephine Schumann	JS	H11
<b>ICT Teacher</b>		
Deanne Maye	DM	115
<b>Teacher Librarian</b>		
Eve Carroll	EC	Library
<b>Music Teacher</b>		
Annie Hedenig	AH	012
<b>P.E Teachers</b>		
Sabrina Bennett	SB	
Udo Quellmalz	UQ	
Uwe Reinhardt	UR	
Dalila Rodrigues	DR	

Additional Hort Colleagues	Role
Andreea Voinea	Educator Assistants
Iveta Ramonaite	
Olga Romanyuk	
Suelyn Melo Range	
Skady Huttunen	Volunteer

Primary School Management Team	Role	Room
Tim Belfield	Principal	016
Leslie Wandkowsky	Assistant Principal	105
Kjersti Nichols	Hort Leader	H12
Antje Lorbeer	Management Assistant	017

# School History

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## **General Information**

Leipzig International School (LIS) is the oldest and largest international school in Middle Germany. The school currently enrolls over 700 students from 50 different countries, of which approximately 350 students attend its Primary School. The teaching staff mainly consists of native English speakers from 17 different nationalities. The educational programme, which our teachers help to provide, combines the best elements of British, American, Australian, Canadian and German curricula, meeting the standards set by the Ministry of Education in Saxony.

Since its foundation in 1992, the school has benefited from the economic development in the Leipzig area, while at the same time helping to make that development possible. The school is an important service provider to international institutions in business, government, education, media and fine arts.

## **The Early Years (1992 to 1994)**

The school doors were first opened to students as a Kindergarten in 1992, with only 6 students and 3 faculty members attending. In 1993, the school expanded, serving both Kindergarten and Grade One. Then in 1994, the school grew to house Grades One through Five with 25 students making the school their own. That year, the Ministry of Education in Saxony recognised LIS as an approved primary school.

## **The Middle Years (1995 to 2000)**

The following year, in 1995, the school initiated the Secondary School division, expanding to Grade Six with a total student population of 40 students. The City of Leipzig recognised LIS as a "Träger der freien Jugendhilfe".

By 1997, the school had reached 70 students in Grades One through Eight and in 1998, the General Certificate of Secondary Education was introduced to Grade Nine. Following the introduction of the IGCSE, the school introduced the International Baccalaureate (IB) Diploma Programme in 2000 with the first prospective IB Diploma class consisting of only 3 students.

## **The Growing Years (2001-2006)**

In 2001 the school consisted of three Kindergarten classes, a total student population of 120 and, by the end of the year, LIS celebrated its first Secondary School graduation with 5 students graduating and the first full IB Diploma candidates achieving success.

During the school year 2003-04 the Primary School held separate classes at each grade level for the first time with a rich extra-curricular programme being offered. In 2005-06 the school received a grant of 7.5 million Euros for building renovations and the construction of a new sports facility, or Gymnasium. Enrolments rose to 420 students that year.

2006 was a year of flux and excitement as the school building was undergoing a huge renovation project. The Board of Governors undertook much work alongside the administration and staff to temporarily relocate the school into temporary facilities. Supervision of the renovations and the building project as well as the financing process is thoughtfully carried out while planning the fine details and furnishing requirements of the new building is also undertaken.

October 2006 ushers in an exciting moment for everyone as the new facilities were opened and the look was towards the optimistic future of the school.



## **Recent Years (2007-2014)**

Roel Scheepens is hired as the Secondary School Principal in 2007. After 8 years of service to the school, Michael Webster retires in July 2009, handing the school over to the care of Roel Scheepens.

In February 2010, the school community undertakes the long task of the self-study process for accreditation from both the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). In 2010, the landscaping of the grounds and the building of a versatile playground for the children is realized.

2011 marks the year when students across both school divisions surpass students of similar international schools around the world on the International Schools Assessment (ISA) in maths; English literacy results show strong, healthy and steady growth on par with other schools.

2011 also sees the first-ever formal ceremony for the graduation of Primary School students; an event that is sure to become another tradition at LIS, and one of many, brought about by the school's caring and dedicated staff. As in previous years, the vast majority of fifth graders who have completed their Primary School studies continue to expand their learning experiences by continuing into the Secondary School and adding to its vibrancy and international diversity.

The accreditation self-study was completed in June 2011; the school prepares to host a weeklong visit from the accreditation organizations, CIS and NEASC, in November of this same year.

In 2012 LIS received the confirmation of its successful accreditation with CIS and NEASC, thus marking another successful chapter in the history of LIS.

In 2013 Roel Scheepens left LIS to return to his home country the Netherlands. LIS became a recognised centre for the new IBCC programme in May 2014.

2014 was an important year for several reasons and new milestones were passed. In June 2014 the brand new purpose built Early Childhood Centre opened its doors to its first students. Over the course of that summer LIS welcomed its first ever cohort of 1 and 2 year olds into the Nursery 1 and Nursery 2 classes. Throughout that first year the number of children at the ECC continued to grow and with that so did staff members who were employed to care for the development and learning of those children.

In August 2014 David Smith joined LIS as Head of School. David had over 20 years of experience in international schools around the world and was prepared to lead LIS in its next stage of growth. In the Secondary school an alternative to the IB Diploma was launched and the first cohort of IBCP students began the course in August 2014.

In October 2016 LIS had a successful CIS/NEASC accreditation visit which resulted on positive report and gave us guidelines on how to continue to improve and develop.

In January 2017 the ECC changed its name to Leipzig International Kindergarten and welcomed children from 07:00 in the morning until 18:00 in the evening.

In January 2019, the Primary School's Morning Hort hours changed from 08:00-08:27 to 07:00-08:27.

# Organisation of the Primary School

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## The Structure

The management and organisational structure within the Primary School is both vertical (from Grade 1 to Grade 5) as well as horizontal (between the classes of a grade), facilitating the smooth day-to-day operation of the school. The basis of this structure is not intended for hierarchical purposes, but rather for practical reasons, with particular goals in mind:

- allow communication and information sharing to be consistently distributed across the school by way of a uniform message
- facilitate a shared understanding
- facilitate the need for specified tasks to be met
- allow for the distribution of leadership among peers and therefore the responsibility that comes with it

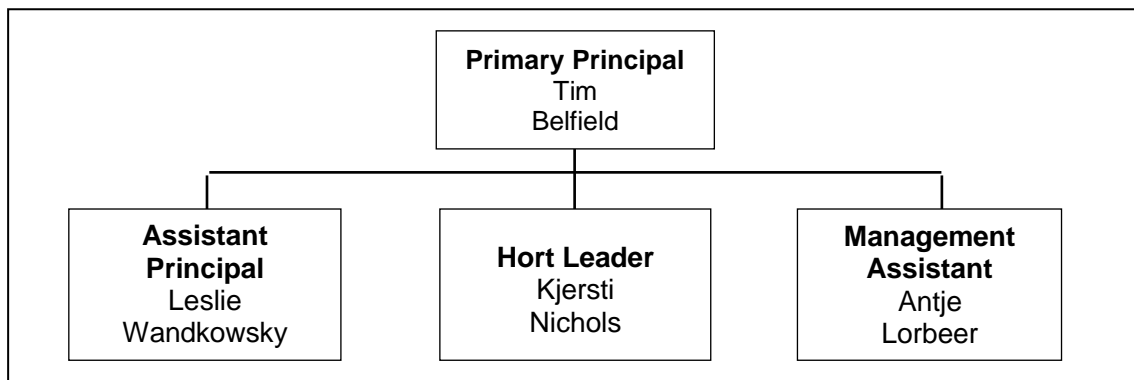
The Primary School also works closely with Leipzig International School's Kindergarten, particularly Early Years 2-3, in order to build a smooth transition for children between these two sections as well as for the above stated goals

## Primary Organisational Management

The organisational management of the Primary School has been set up to ensure that there is more connection and collaboration between different aspects of the school, creating greater continuity and consistency for students.

The Principal has the overall responsibility of the daily operation of the Primary School, as well as driving its development. Responsibilities in this regard impact upon all staff, students, programmes and activities as well as the overall quality of the teaching and learning that takes place.

The **Primary School Management Team (PSMT)** consists of:



When the Principal is not available, parents can consult with the Assistant Principal or any other member of the PSMT.

## Subject Coordinators (Curriculum Leaders)

Subject Coordinators have responsibility for managing and leading specific curriculum areas, ensuring that planning is completed appropriately, that relevant curriculum documents are provided for teachers, that resources are ordered and that assessments are developed and administered. They also provide support and advice in the teaching of these subjects.

<b>Art</b>	- Christian Horn
<b>English</b>	- Lucy Calabrese
<b>EAL</b> (English as an Additional Language)	- Alana Riess
<b>German and GAL</b> (German as an Additional Language)	- Cornelia Werndl
<b>ICT</b>	- Deanne Maye
<b>Mathematics</b>	- Tom Elms
<b>Physical Education</b> (whole school)	- Sabrina Bennett
<b>International Primary Curriculum</b>	- Kathryn Horn

## Specialty Area Coordinators

LIS has facets of the unwritten curriculum that support and/or enrich student life experiences, thereby making the learning process more holistic and complete. These facets also require the dedication of coordinators that **ensure the fulfilment of the varied requisites of these programmes**. Each programme is earmarked with specific objectives, the descriptions of which can be located in this Handbook under the relevant programme name.

<b>Playground Buddies</b>	- Eveline Lindgren
<b>Peer Mediators</b>	- Lana Almunaizel
<b>Student Council</b>	- Tim Belfield
<b>House System</b>	- Tim Belfield

## Grade Teams

For consistency within each grade, the grade teachers work together as a team. This includes:

- Weekly meeting related to planning involving EAL, ICT and Learning Support teachers and the Hort educator wherever possible
- Meeting with room parents together as a grade at the beginning of the year to go through the main activities where support is needed during the year (make sure the opportunities for the students are equal or fair, even if activities different)
- Ensuring that the *core* learning objectives are the same in each class
- Setting assessments for each subject that will be the same for the whole grade

The benefits of this approach are wide ranging and, amongst many reasons: ensures the smooth running of the team; maximises time and improve teaching and learning for the students; makes it easier to analyse student results and change planning accordingly; ensures consistency for parents; and allows professional development by planning all subjects throughout the year and learning from another.

## Daily Schedule

Classes have the same daily schedule. The regular school day begins at **08:30** and ends at **15:00**.

There are two breaks during the day; a 30-minute snack and outside playtime in the morning and a 60-minute lunch break. Hort (before and after-school supervision) is currently offered to students in Grade 1 to Grade 5. It is available in the mornings from 07:00 – 08.27 and in the afternoons from 15.00 – 17.00.

<b>Time</b>	<b>Activities</b>
<b>07:00 – 08:27</b>	<b>Drop off in Hort* supervised areas</b>
<b>08:27 – 08:30</b>	Line up
<b>08:30 – 09:00</b>	<b>Registration and learning starts</b>
<b>09:00 – 09:45</b>	Session 1
<b>09:46 – 10:30</b>	Session 2
<b>10:30 – 11:00</b>	<b>Snack followed by play break outdoors</b>
<b>11:00 – 11:45</b>	Session 3
<b>11:45 – 12:30</b>	Session 4
<b>12:30 – 13:30</b>	<b>Lunch followed by play break outdoors</b>
<b>13:30 – 14:15</b>	Session 5
<b>14:15 – 15:00</b>	Session 6
<b>15:00</b>	<b>Home</b>
<b>15:00 – 17:00</b>	<b>Hort* (optional)</b>

To learn more about Hort, you can find this [by clicking here](#).

# Teaching and Learning

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## Teaching Allocations

A total of 30 sessions of planned learning is required per week (1 lesson = 45 minutes). Additionally, there are 30 minutes of registration per day (08:30 – 09:00) where the students may be involved in a variety of other individual or group activities such as guided reading, spelling, phonics and handwriting, collect/correct homework, change reading books, etc.

Within these sessions a variety of subject areas will be covered. Although each class has different strengths and needs, on a weekly basis all classes will generally have:

- 6 sessions of IPC
- 6 sessions of Mathematics
- 5 sessions of English
- 1 session of Assembly
- 1 Reading buddies
- 1 PSHE
- 1 session of Library
- 5 sessions of German
- 2 sessions of P.E (Physical Education)
- 1 session of Music
- 1 session of ICT

## The Curriculum

### International Primary Curriculum (IPC)

At LIS the process of learning is very important to us for it ensures that our students develop the skills and attributes that will help them to become real and flexible learners that are prepared for the 21<sup>st</sup> century world that they will ultimately go into.

The IPC programme is used to cover our objectives in the following areas:

- Science
- Geography
- History
- Society
- Technology
- Arts
- Internationalism

At the heart of the curriculum are the Learning Goals and the Units of Work.

The Learning Goals set out the standards, benchmarks or goals children should reach at three 'mileposts' in their primary education – at ages 7, 9 and 12. There are three sets of Learning Goals referring to a) subjects b) personal development and c) international understanding.



The Units of Work provide the activities through which the Learning Goals are converted into exciting learning opportunities for children. Each Unit of Work is broken down into the following:

- Knowledge Harvest
- Entry Point
- Big Picture
- Learning
- Opportunities/Assessment
- Exit Point

**The International Primary Curriculum** is used to support student learning. This curriculum provides units of work that are founded on specific subject, personal and international learning goals and are themed around areas of real interest to the students.

Learning with the International Primary Curriculum means that children focus on a combination of academic, personal and international learning that is exciting and challenging. The aim of the IPC is to help every child enjoy the learning of a wide range of subjects and to develop an enquiring mind. The personal attributes that will help throughout teenage and adult years, and to develop a sense of his or her own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others.

Through the IPC approach to learning children develop the knowledge, skills and understanding necessary to confidently face the world of tomorrow.

### **IPC Personal Goals**

The IPC Personal Learning Goals are encouraged in all children to help them become more well-rounded learners and achievers.

The Personal Learning Goals are:

- **Adaptability** – *“I change my behaviour and ideas to suit different situations”*
- **Communication** – *“I express my thoughts, feelings and ideas in many different ways”*
- **Cooperation** – *“I try to help others and work as a team”*
- **Enquiry** – *“I ask why things are as they are and collect evidence to support my ideas”*
- **Morality** – *“I think about my choices, make decisions and do the right thing”*
- **Resilience** – *“I keep trying even when things are difficult”*
- **Respect** – *“I care for others and animals and look after our world”*
- **Thoughtfulness** – *“I reflect on what I have learnt and what I would like to change”*

### **International Mindedness**

Very important too is our belief in the value of developing international mindedness in our children. This is an approach that sets out to develop understandings of our cultural similarities in addition to an acceptance of our differences and an ability to live together within those differences.

It is about creating an emotional and cultural awareness and attachment to international mindedness

## **Cambridge Primary Programme (CPP)**

Our students follow the **Cambridge Primary Programme (CPP)** created by the University of Cambridge International Examinations. This is an established programme of study, specifically developed for international students, in **Mathematics and Language and Literacy**.

### **English**

The LIS English curriculum was based off the **English Curriculum Framework (CPP)** and has been adapted to suit the needs of the children at LIS. Each stage reflects the teaching targets for a year group in the primary phase.

The framework covers the first year of primary, when students are approximately 5 years old to the final year of primary, when students are approximately 11 years old. The curriculum framework is divided into four strands as shown below:

#### **•Usage:**

- **Phonics**: We use a programme called Phonics International as a teaching resource. This programme begins by introducing the English Alphabetic code through play and shared writing experiences in Leipzig International School's Kindergarten (LIK) and then it is implemented more formally in the classes up to Grade 2. Children are taught how to use the alphabetic code to decode (read) and encode (write) words.
  - **Spelling**: In Grades 3-5, children's understanding of phonics and spelling is refined as they look more closely at phonics graphemes (letters which refer to a particular sound) and begin to make links between words with the same grapheme and sort words that have the same sound but different grapheme. This is all done through the Phonics International Programme.
  - **Vocabulary**: We teach new vocabulary throughout all subject areas. Children are encouraged to use new and interesting words they have learned through speaking and writing activities.
  - **Grammar and Punctuation**: Grammar and punctuation is taught within the context of genre-based writing lessons.
- **Reading**: Reading is taught primarily through phonics and regular reading either in guided groups, with shared texts, individually or with Reading A to Z (RAZ kids) from Early Years 3. Students are continuously monitored throughout the year and the student's in each reading group are adjusted accordingly.
  - **Writing**: In our younger classes, we will be developing pre-writing skills related to fine motor skills and mark making before starting any formal letter formation development.

We teach writing, as well as grammar and punctuation, through genre-based learning. We teach children to develop their own voice when writing and focuses on using interesting vocabulary, a range of connectives, a variety of sentence opening and punctuations (VCOP). We also emphasizes the skills of using grammar correctly, handwriting and spelling. A big part of the writing programme involves guiding the children to talk through their ideas as they learn about genre and before each writing experience. Parents are asked to help with this process by talking with their children about their Big Writing topic each week before the Big Write. The students' progress in writing is assessed on an ongoing basis through weekly Big Writing Sessions and more formal assessment throughout the year. During Big Writing children are asked to write on a specific topic and work towards achieving individual targets.

- **Speaking and Listening**: In this area, we focus on getting the children to listen to each other and respond. This happens in all areas of the curriculum and encourages children to learn from each other. Drama is promoted as a very effective way of encouraging speaking and listening.

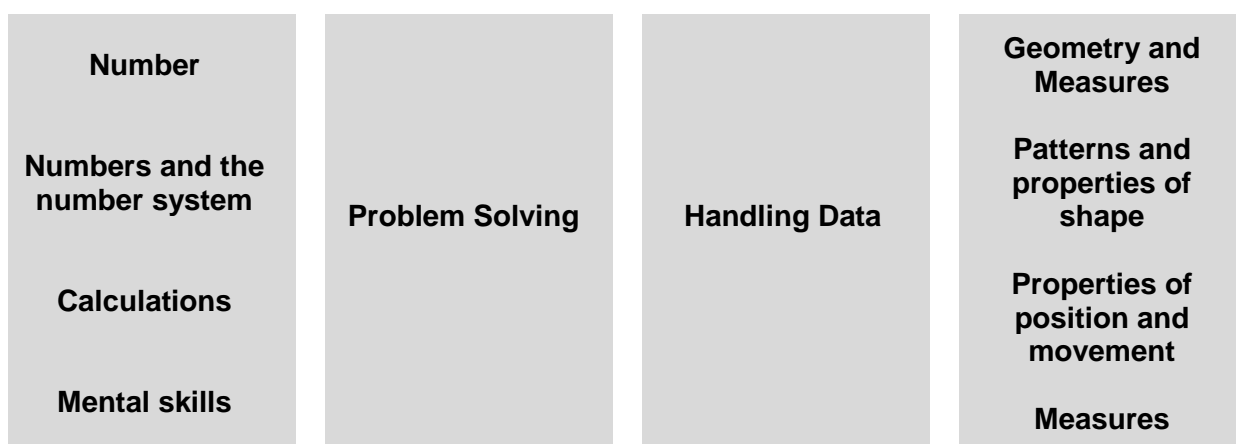
**The language of instruction is English.** English as an Additional Language (EAL) is available to help children develop the necessary skills in speaking, reading, listening and writing English that will enable them to participate in mainstream lessons. (See English as an Additional Language under General Information).

### **Mathematics**

At LIS, the children follow a Mathematics Curriculum based on the Cambridge Primary Program (CPP). This detailed framework is based on the curriculum used in England. However, it has been designed specifically for teachers and students in an international context.

The Mathematics Curriculum is organised into six stages. Each stage contains specific teaching targets for one year groups within the Primary School. At LIS, the CPP Mathematics Curriculum stages begins in Grade 1.

The Mathematics Curriculum Framework is divided into four strands:





## **Specialist Subjects**

There are specialist teachers for **German, ICT** (Information and Communication Technology), **Music**, and **Physical Education (P.E)**.

### **German**

At LIS we follow a curriculum based on the curriculum of Sachsen although adaptations have been made in order to accommodate the needs of students in an international school with English as the main language of instruction. All children from Grade 1 to 5 have five German lessons per week. For students whose mother tongue is not German (for example our German beginners and intermediate learners) German as an Additional Language (GAL) classes are provided (please refer to the GAL section below). Learners at an advanced level join the native speakers' classes.

Three German classrooms and one GAL room provide a specially prepared German language programme. The children learn and practice language in an individual way with different types of resources (such as Klammerkarten, Logico, Lernkartei zum schriftlichen Üben, learning programmes on CD-Rs, Hörbücher, and CDs) that allow them to:

- Go on as fast or slow as they need
- Learn at their individual levels
- Repeat cards with difficult tasks as often as they want until they feel safe
- Self-manage and self-assess (the child finds the answers on the back of the cards)
- Find and use their personal way of learning (by writing, reading, listening...)
- Go on without the permanent need of a teacher's feedback
- Take over the responsibility for their own learning
- Become independent learners
- See the success of their learning (today I did 8 cards)
- Take over as a teacher for other students, who need help in solving a problem
- Act with care and consideration towards their classmates (put the cards back in the right order and place, take only one card at a time etc.)

The approach is not textbook based; we use books only to find poems or stories or just to enjoy looking at them. We have some "Lesebücher" and "Fibeln" in the classrooms, but we don't read them altogether at the same time, a procedure that is usually boring for fast readers and frustrating for slower ones.

### **Information and Communication Technology (ICT)**

All class teachers have a notebook which can use the miracast system to project to the interactive whiteboard. Also all teachers have an iPad and the class is set up with the Apple TV systems. There are iPads available for each classroom so that ICT can be an integrated part of the curriculum. The Primary section of the school has an ICT room which has 2 sets of mobile notebooks and our aim is to develop a makers space during the course of the year. The Music, EAL and GAL sections of Primary also have some iPads.

The aim is for ICT to become an integrated part of the learning in the classroom. It should be linked and relevant to the unit of work that the students are studying.

The ICT specialist teacher will meet with grades weekly at Grade meetings and the best integration of ICT will be planned for the forthcoming weeks.

Students have at least one 45 minute lesson a week integration of ICT planned in the classes each week which the ICT teacher will lead. Class teachers will then look for other opportunities to incorporate ICT into their lessons through other means.

The mobile devices and the ICT suite can be booked out by classes for times which suit the class needs. We have a variety of hardware and software that allows children to gain a number of ICT skills which will enable them to be creative users of ICT. Students should be able use digital tools to construct knowledge, produce creative artefacts, problem solve and communicate. They will be exposed to a variety of platforms, tools, styles and format and digital media so they can learn to choose what is appropriate for their tasks. They will understand the responsibilities of living, learning and working in an interconnected digital world and how to act in safe, legal and ethical ways.

The ISTE (International Society for Technology in Education) standards for students are used as a good guide for our curriculum.



## **Assessment of Students**

Essentially there are three types of assessment taking place in the Primary School Pre-assessment. This form of assessment provides teachers with information concerning the prior knowledge had by students before the start of a new topic. This form of assessment is usually measured informally and can take several forms such as a class discussion, a think-aloud exercise or through graphic organisers (a visual representation of thoughts or knowledge). This form of assessment is essential during the initial stages of the learning process since it provides teachers with the information necessary to determine the entry level into the new topic.

- **Formative assessment**

This is an integral part of daily teaching and learning. Teachers continually monitor and assess the students to determine what knowledge has been acquired at a given point in the learning process in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively and purposefully without the other.

- **Summative assessment**

This happens at the end of a teaching and learning block and provides students with opportunities to demonstrate what they have learned. There are a great variety of summative assessments that are offered within the traditional quizzes, projects, reports, rubrics, peer and self-reviews, presentations and performances that allow students to demonstrate the cognitive, physical, artistic, social or ethical skill acquired.

Assessment is an on-going and important part of school life and is carried out by both teachers and students throughout the year. Progress is monitored and reported in different ways; through student-led conferences, written progress reports, portfolios and formal and informal meetings. (Please refer to the section on Reporting Student Progress.)

- **Reading and spelling assessment**

Standardised assessments are used in Early Years 1 (Leipzig International School's Kindergarten) all the way up through the school. They are used to gauge students' levels in different aspects of English. The data from these assessments are stored centrally so that pupil progress can be tracked, monitored and ultimately be used to support the student's learning.

# Reporting on Student Progress

## Assessment

We use a system of continuous assessment and record-keeping throughout the school year to allow us to tailor learning to suit your child. We have a wealth of assessment opportunities and most importantly, your child's Class Teacher spends over 1000 hours minimum, per year, with your child.

## Reports

Formal written reports are sent home three times a year, usually in October, February and June. The first report is more of a settling in report and is discussed during the first Parent-Teacher-Child Conference, whilst the second and third reports are more detailed.

## Report grades

Grades are not given on the reports in the Primary School. For the second and third report, teaching objectives (goals for the year) are listed and a tick is placed in the column marking the level at which each individual is working. The rubric used for assessment is outlined below and can be found on each page of the reports:

<b>Not applicable</b>	This item has not been assessed this term.
<b>Not meeting</b>	Not meeting grade level objectives, working below grade level.
<b>Working towards</b>	Working towards meeting grade level objectives.
<b>Meeting*</b>	Meeting grade level objectives, working at grade level.
<b>Meeting and extending</b>	Meeting and extending beyond grade level objectives.
<b>Extending</b>	Extending beyond grade level objectives.

\***Meeting** means that the child is performing at the expected level for the grade at that particular time of the year.

## Parent-Teacher-Child Conferences (PTCCs)

Parent-Teacher-Child Consultations (PTCCs) are an important part of school life and so there are two each year.

The first PTCC of the year to discuss how your child has settled at school. Recorded work will be available for you to look at and the teacher will give you a settling in report which outlines your child's immediate targets for personal development, English and Maths, as well as a target set by your own child. This PTCC is compulsory and is usually in **October**. The second PTCC is normally held in **February** as a follow up to your child's second report; it is not compulsory but we recommend all parents make an appointment.

Wherever possible, we would like students attend the PTCCs so that the children see that we are working together in partnership to support them. If the Class Teacher feels that it would not be appropriate for your child to attend, this will be indicated when you receive your exact appointment date/time

**Please be aware that additional meetings can be scheduled with teachers and educators, at any time of the year, by request.**

## **Homework**

*Please note that at time of writing, we as a Primary School, are reviewing our approach to homework and so this section may well be updated in the near future.*

The purpose of homework is to promote a love of learning that encourages positive, meaningful learning experiences between students, parents and teachers.

Homework must always have a **clear educational purpose** in mind and we need to remember that our second and third language English users will take far longer to complete a task than native speakers. It should also be recognised that children spend a working day in school and they need time to recuperate, relax and play when they get home. We must consider that homework should be done by students with the support of their parents, but not by their parents; the tasks must be achievable by the students themselves.

Homework is a means for some students to excel or to develop their interest in a topic, it can also provide extra practise to support learning for children in need. The subject areas covered by homework may be in maths or language development, such as spelling, or topic related work activities.

Homework tasks should be **reasonably demanding** and clearly contribute to the overall learning experience for the students.

# A to Z of General Information

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## Acronyms and terminology

There are a number of acronyms and educational terminology used within the Primary Section. Whenever you see these acronyms, many of them will not have full stops (.) between the letters; they have merely been added here to help with pronunciation.

Acronym or terminology	Definition
C.P.L	Continuous Professional Learning (a.k.a Professional Development)
C.V.C	Consonant, vowel, consonant – A word that is made up of a consonant, vowel and consonant e.g. cat, hot, tip, man and hut are all CVC words
E.A.L	English as an Additional Language
E.I.C	(Hort) Educator In Class
G1, G2 etc.	Grade 1, Grade 2 etc.
G.A.L	German as an Additional Language
I.P.C	International Primary Curriculum
INSET	In-Service Training
L.S	Learning Support
Number bonds	E.g. number bonds to ten: 8 + 2, 4 + 6; to fifty: 25 + 25, 30 + 20 etcetera
Operations	There are four: +, -, x, ÷
P.D	Professional Development
P.E	Physical Education
P.S.H.E	Personal, Social and Health Education
P.S.M.T	Primary Section Management Team i.e. Primary Principal, Primary Assistant Principal, Hort Leader and Primary Management Assistant
P.T.C.C	Parent-Teacher-Child Conference
Phonics	Sounds represented by letters or groups of letters

## After School Activities (ASA)

Teachers, parents and external providers offer a range of extra-curricular activities.

Information about the ASAs provided can be found on the school website through the parent portal. There is a catalogue provided each term with details about the activities on offer and the fees. Parents need to submit an application form indicating their child's preferences for activities for each term. If students sign up for an ASA, they are expected to commit to the activity for the duration and to attend regularly. After school activities are a great way for students to develop interests and gain new experiences. They are compliments to the work that is done during the school day. The Hort team is responsible for coordinating the ASA programme, which is then integrated daily into Afternoon Hort (more information about Hort can be found below).

## Animals

No animals are allowed on school grounds without the direct approval of the Principal or Head of School.

## Assemblies

Weekly assemblies are usually held on Friday mornings from 08:50-09:35. These gatherings are a chance for us to learn about common issues, to celebrate success and reward achievement in a range of areas and share and showcase talents. Over the course of the year there will be contributions from all classes as well as some individuals.

Each class performs a class assembly once a year. You will receive an official invitation letter in advance of the performance date. Knowing the energy and enthusiasm of our students, your child will be very excited and will probably tell you weeks in advance.

You and your family are welcome to attend any and all of our assemblies.

## Attendance and punctuality

### General information

Timely and regular attendance is required for both children's benefit and **legally**. Whenever a student is absent for any reason a written note or email to the teacher and the Reception Desk is required. **Parents must inform the Reception Desk on each morning of a child's absence.** If a child does not arrive at school and there has been no communication from the family, the parents will be contacted by the Reception Desk. This is to ensure the safety of your child. It is essential that accurate attendance records be kept. Absences and tardiness become a part of a student's permanent record. Notification of anticipated absences should be sent to the school in writing.

Please also refer to the [Pick up, sign out & pick-up permissions](#) section for more details.

**Reception Desk - Steffi Arnas**

Email: [info@lis.school](mailto:info@lis.school)

Phone: 0341 – 393 77 500

### Late arrival

Students who arrive after 08:40 will be considered 'late' and this is recorded and goes on your child's report. The students first have to report to the Reception Desk to receive a late slip, which they have to hand to the teacher.

### Leaving school early (before 15:00)

Students leaving school early must bring a note prior to the beginning of class on that day. The note should specify the name of the person who will come for them. Parents must report to the Reception Desk and then proceed to the classroom to pick up their child.

### **Leaving school early (missing school days)**

All children are required by law to attend school if they are well. Thus, ensuring that children are in school throughout term time is vitally important to their education and learning. Similarly, there may be certain occasions where you require your child to be absent from school. Please refer to the relevant subsections below as to how to *request* your child to be absent from school.

Please note that all requests are considered on a case-by-case basis and as a school, we try to support family needs as much as possible. However, please note that not all requests can be approved.

Should your request be approved and thus your child be absent from school, unless it is due to medical reasons or extreme circumstances, it is unlikely that your child's teachers will be able to supply any work for your child to do. This is because the majority of learning conducted within school is 'new' or a consolidation of work being conducted in class. However, we will always encourage families to continue with reading and/or reminding your child of the topics being covered in class.

Please also note that if a child is taken out of school for an extended time, then the school must inform the local education authorities.

### **Requesting to miss 1-2 school days**

Please email your child's Class Teacher outlining the date(s) and details of the requested absence.

### **Requesting to miss 3 or more school days**

Only the Primary Principal and/or Head of School can grant permission to a request for a child to be absent for 3 or more days. Therefore please email the Primary Principal **and** your child's Class Teacher outlining the date(s) and details of the requested absence.

### **Late pick up**

Parents who pick up their child after 17:00 will be asked to complete a form accepting that they were late and they will be charged a €10 fee. Parents who will regularly find it difficult to pick up promptly at 17:00 are asked to seek out alternative pick up arrangements with either babysitters or by sharing with other parents so that difficult situations can be avoided.



# Awards

There has long been debate about intrinsic rewards against extrinsic rewards.

**Intrinsic rewards** are mostly qualitative in nature and cannot be quantified, for example recognition etc. **Extrinsic rewards** are more quantitative in nature, for example giving someone something to congratulate them (in terms of children, stickers are the prime example).

In Primary we try hard to find the right balance between the two as both have their merits, particularly depending upon the age of the child. Ultimately, one of the main things we develop in our students is the **love of learning** and providing both intrinsic and extrinsic rewards can assist with this.

## **Student of the Week**

Each week in every class, the staff and students identify someone who is deemed to be child of the week. The criteria are linked to our IPC Personal Goals of:

- Adaptability
- Communication
- Cooperation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness

... and also our [Golden Rule](#).

## **Advice for home**

For some advice on what you can do at home, an article entitled, "Teach Your Child to Love Learning: Keys to Kids' Motivation" written by Eileen Kennedy-Moore, PhD, may be of use.

<http://www.pbs.org/parents/expert-tips-advice/2015/08/teach-child-love-learning-keys-kids-motivation/>

# Behaviour Policy (a summary)

## Golden Rule

Though there may be a number of routines and policies within Primary, we only have one rule, the Golden rule, which reads:



## Behaviour policy

Our Behaviour Policy aims to facilitate the attainment of the following **Core Objectives**:

- We create a safe and stimulating learning environment in which our students can discover and develop their intellectual, physical, social and creative potential.
- We help our students to be happy, well-balanced, ethical individuals who work effectively and willingly with others.

The Behaviour Policy also supports the following school **Core Values**:

- We uphold the principals of equality of opportunity and fair treatment of all individuals.
- We respect ourselves, we respect each other and we respect our environment.
- We value honesty, fairness and integrity.

In addition, our Behaviour Policy:

- Creates a framework whereby the whole school community supports and gives students credit for positive behaviour.
- Recognises that ethical behaviour is an area of human development that matures over time, therefore, a major aim of the Policy is to assist students to develop in this regard.
- We acknowledge that students will make mistakes, and ought to be given the opportunity to learn from their mistakes, rather than be punished.
- We recognise that some students may be resistant to correction, or act in a very serious manner, and that consequences (not punishment) are required to manage that student's behaviour.
- Some students will have particular behavioural difficulties that will require an individual plan at some stage of their development.

**Student rights:**

- To feel safe at school
- To learn to the best of their ability
- To be treated with dignity and respect

**Student responsibilities**

To act in accordance with the School's Statement of Principles.

- We are here to learn
- We work and play together
- We are fair and honest
- We are respectful

**Class agreements**

At the start of the school year each class produces a list of 'Class agreements' that has been discussed and developed by the students alongside their teacher. It is an agreement about how they will behave towards each other and how they want others to behave towards them. A copy of this plan is kept in the classroom. It is then referred to during the school year to help promote positive behaviour. Reflections and consequences will follow if inappropriate behaviour occurs.

**Behaviour intervention**

Students are encouraged to behave in a positive way but at times they need to be guided to see the right behaviour. Teachers have a range of options that they will use to try to get the student to learn good behaviour. They will give standard behaviour reminders, directed choices, clarification of consequences and cool off times as and when needed. A younger child may be given a 'time out' period in order to deescalate a situation and prevent upset outbursts that may harm others.

Generally, teachers will deal with inappropriate behaviour themselves but if there are reoccurrences, non-compliance or serious incidents which are beyond what is expected for that age child then other colleagues will be involved, consequences agreed and a record kept. Parents will be informed and involved if there is a serious intervention needed and if their child has hurt another child.

**How you can help**

- Remind your child about the 'Golden Rule'.
- Help your child to see the world from the perspective of others – there are always two sides to any story.
- Avoid using rewards or punishments to influence the behaviour of your children (more often than not, these have the opposite or deleterious effects).
- Encourage your child to be courteous to all, even those with whom they may not get along.
- Encourage your child to be generous and forgiving.
- Do not condone 'tit-for-tat' violence. In school, no excuse for violence is accepted

## Bildungsempfehlung

In Grade 4 the school is authorised to issue a **Bildungsempfehlung**. This is a recommendation for further education within the German system. The recommendations are given out in early March.

At LIS our courses are not designed to **specifically prepare children to enter the German education system** and few children leave after Grade Four. That being said, should you wish to move your child into the German educational system, experience shows that students are often more-than-prepared such an eventuality.

Parents who wish to receive a “Bildungsempfehlung” should notify the school via the class teacher early in the school year when your child enters Grade Four. There will be an information meeting for parents who are interested in finding out more about a “Bildungsempfehlung.” Parents that request a “Bildungsempfehlung” will be invited to a meeting in the first term with their child’s teachers to discuss expected outcomes.

## Birthdays

In the Primary Section, we love to celebrate birthdays. However, with nearly 300 students we kindly ask that you adhere to the following so that any disruption to teaching and learning is kept to a minimum:

- In order to maintain normal learning in other classes, Primary Section siblings are not allowed to attend birthday celebrations of their brothers/sisters from other classes.
- We kindly ask that parents do not come into school but you are welcome to deliver a cake/cupcakes to the classroom and we will find a suitable time to celebrate your child’s birthday. Please note:
  - Check with your child’s Class Teacher if there are any children with allergies
  - All Primary Classrooms are [nut-free](#).
- No party/gift bags or live animals are allowed.

## Breakfast

This is the most important meal of the day so please ensure that your child starts the day properly by providing them with an appropriate breakfast and, preferably, eat your own breakfast with them.

Did you know that according to research:

- 6 out of 10 children either don’t have breakfast or don’t eat with their parents.
- 11 year olds who skip breakfast have the reaction time and mental agility of a 70 year old.
- Breakfast eaters are happier people and generally start the day with a positive outlook. Taking as little as five minutes to relax and prepare for the day with a bowl of cereal and milk really ensures a positive start.

## Business Office

The Business Office is responsible for all aspects of financial management, all matters of banking, school and reduced fees, payments, statistics, arrears billing, accounting, questions regarding school agreements and benefaction contracts, scheduling for the Commercial Director, tax receipts, and confirmations of payments, human resources management, petty cash, payroll accounting, among others. All these areas are overseen by the Commercial Director, [Thomas Pessara](#).

The Business Office is available between **10:00** and **17:00** to answer all your questions. The key personnel that parents may need to contact have offices in the **Loft building** that is accessed via the staff car park.

Role / Responsibility	Name	Email & Telephone
School fees, payments, etc.	Pia Möckel	<a href="mailto:Pia.mockel@lis.school">Pia.mockel@lis.school</a> 0341 – 393 77 642
Admissions, school contracts	Antje Niven	<a href="mailto:Admissions@lis.school">Admissions@lis.school</a> 0341 – 393 77 634
Marketing & Parent Community	Liane Lindenlaub	<a href="mailto:pcc@lis.school">pcc@lis.school</a> 0341 – 393 77 632

## Calendar

Each year a school calendar for each section of the school is produced and shared with parents. This calendar gives an overview of the key events and holiday times for the year and can be found on our website.

## Clothing

All children's clothing that comes to school should be labelled so that if it gets lost or misplaced it can be returned to the child. The school cannot be responsible for items that get lost. In general, children will go outside at break times if the weather is not too bad. Children need to be sent to school with the appropriate rain, cold or sunny weather clothes for the day.

# Communication

There are numerous ways in which to communicate with your child's teacher and/or be informed about your child's learning

- **Home-School Communication Folder (Grade1)**  
Allows parent and teacher to communicate in writing regarding the child's needs and progress.
- **Weekly Grade Letters**  
Provides you with information about the learning and events that are happening in the grade and homework.
- **LIS Ticker**  
The articles will update you on Primary and whole school issues and dates of upcoming events.
- **School Reports**  
Formal written reports are sent home three times a year, usually in October, February and June. The first report is more of a settling in report and is discussed during the first Parent-Teacher-Child Conference, whilst the second and third reports are more detailed.
- **Parent-Teacher-Child Conferences**  
A formal opportunity to meet with your child's teacher, held twice a year.
- **Emails**  
You may use email to contact your child's teacher or educator about general issues. Please note that emails will usually be responded to within one working day.

## Communicating in person

Should you have comments, questions, or concerns, please contact the staff member who is directly responsible first, usually your child's teacher or educator.

If you have further questions or issues of a general nature it is also possible to set up an appointment with the Primary School Principal. Contact can be made through the Primary School Office or via the Primary Management Assistant [antje.lorbeer@lis.school](mailto:antje.lorbeer@lis.school)

## Communicating a change in routine or data

If there is going to be a change in your child's routine, please inform the class teacher or educators. Changes in data such as address, phone number or permanent pick-up permissions should be sent to our Marketing Manager, Liane Lindenlaub, by email at: [pcc@lis.school](mailto:pcc@lis.school)

The Marketing Manager will ensure that the central database is updated to reflect your changes.

# Community Action Service (CAS) Students

As part of the Secondary School's International Baccalaureate curriculum, students volunteer their time to work with different Primary classes. The CAS students give of their time working to support class projects in the school or with individual students requiring extra support. All support is closely coordinated by the homeroom teacher or educators.

## Community events

School events bring the school community together at different times in the year. Parents, students and family members are all warmly invited to attend these events. This will give everyone an opportunity to meet other parents and LIS staff in a relaxed atmosphere where you can enjoy entertainment, activities and refreshments.

## Counsellor

The Primary School Counsellor works within the umbrella of the Student Support Services department in order to provide professional and confidential guidance within a caring environment to students who seek emotional and social support.

Counselling services include individual and small group support, depending on the needs of the children. The Counsellor also runs class sessions related to relevant personal and social issues for the class. The Primary School Counsellor helps students learn about feelings, friendship, self-esteem social skills, responsibility, bullying prevention, transitions. She also provides support with pastoral care and advice on a cross-school basis to staff and parents depending on students in need.

The School Counsellor is based at the Könnertitzstraße site but once a week goes to the Leipzig International Kindergarten (LIK) to work alongside her LIK colleagues and the children there.

## Curriculum

[Please click here for more information.](#)

## Drop off

We have a procedure known as “**Hang & Go**”. We ask parents and children in the morning to simply **hang** up bags and coats in the school corridors, and then **go** immediately to Hort where the Hort educators are providing supervision. The students will have time to change shoes or sort through belongings later.

Parents who would like to speak with teachers, please drop your child off in Hort and enjoy afterwards a quick chat with the teacher.

Children coming to school on their own or getting out at ‘**Kiss & Go**’, should also quickly **hang** their belongings in the corridors but should also **go** quickly to the playground.

If you as a parent need some extra minutes to say goodbye to your child or are waiting with your child until line-up time, please do so on the playground.

With regards to **parking at school**, the streets around LIS get extremely busy in the morning. As such, should you require to park your car before school, we encourage you to arrive early (perhaps 07:45) to give you sufficient time to find a parking space.

Please note that the ‘**Kiss & Go**’ drive through area on the playground is a **drop-off** only area – no parking or idling for even short amount of times is allowed. Thank you.

## Einschulung

Local tradition celebrates the start of school for Grade 1 students in a very special way, marking an exciting moment in the life of a child and involving the whole family.

Following in the spirit of tradition, LIS celebrates our children’s Einschulung with a festive welcome the day before the official start of school. The event includes an introduction to the child’s Grade 1 teacher as well as an orientation for the classroom children about life in Grade 1. Some families may wish to present their child with the traditional “Zuckertüte” or “Schultüte” (an ornamented cone filled with school items and sweets).



# EAL programme

## Goals of the programme

The EAL programme aims to give English language learners the conversational, social/cultural and academic English language skills they need to become active and successful participants in the school's academic and social life. We do this by working closely with the classroom teachers, using a range of teaching techniques and approaches and communicating with parents.

## Philosophy of the programme

We believe that children learn English best when all teachers:

- Create a safe environment for taking risks and experimenting with language
- Draw on each student's background knowledge and skills (linguistic, cultural, academic and personal)
- Provide access to the curriculum by making links between academic language and the content taught in the primary classrooms
- Work collaboratively on planning, gathering materials and using effective strategies
- Ensure a multi-faceted learning approach (visual, auditory, kinaesthetic) with a variety of language learning activities
- Use oral language as a bridge or scaffold for written language
- Work cooperatively with parents to ensure each student's development

## Curriculum and teaching approaches

EAL teachers use a variety of approaches depending on the Grade needs. This includes co-teaching and collaboration models, as well as withdrawing the students. EAL teachers work closely with classroom teachers to integrate academic language and content into instruction, which follows the Cambridge Primary Programme (CPP) and the International Primary Curriculum (IPC). Materials and teaching are differentiated based on learner needs and scaffolded to ensure that EAL students are given full access to the grade-level curriculum.

EAL teachers collaborate and co-teach with classroom teachers. Students learn in a variety of settings, including:

- In the classroom with their peers
- In a small group with a teacher (class or EAL teacher)
- In the EAL classroom (pull-out) for targeted language instruction

Parents of students receiving EAL support will receive an informational letter upon their start at LIS.

## **Information evening**

Early in the academic year parents are invited to attend our Information Evening where you will meet the classroom teacher as well as some other key members of staff.

The evening is intended for you to learn more about the things that do not appear in the wealth of information that we have supplied you / can be found on our website. This is also your opportunity to ask questions and find out about the year ahead.

## **Field trips**

Field trips are considered a valuable educational and social experience for all students. Typical field trips include a walk in the local area, visits to art galleries and museums, local attractions, overnight trips and any number of short outings locally. Your child will go on several trips throughout the year. You will be given details of these trips (any costs, etc.) in advance. Please understand that field trips count as official school days, and all students are expected to participate.

There may be times when you attend a school field trip. This might be because you have (a) been specifically asked to help out or (b) you have been invited to attend and enjoy the experience.

### **Specifically asked to help out**

There may be times when parents are specifically asked to help out on a field trip; most likely to help supervise the children under the guidance of the staff who are also on the trip. In such circumstances, any travel fees or entrance fees will be paid for by the school.

### **Invited to attend and enjoy the experience**

For field trips where parents are invited to attend and enjoy the experience, parents are not required to help supervise the children (but we will gladly accept if the offer is there). Please note, however, school is unable to cover any costs involved in attending the field trip.

### **Buying things for your own child**

For all field trips, opportunities may arise where you could possibly buy things for your own child and others. Please check with the staff attending the trip whether this is allowed before making any purchases, particularly if the field trip is one where students have been told not to bring any money.

Regretfully, we have recently had trips where parents have purchased items for their own children despite being asked not to and thus, other children in attendance have been bitterly disappointed and upset.

## Fire alarm procedure

In the event of a fire it is important to ensure that all people within the school are practised in what to do so that there is minimum stress and maximum efficiency. During the course of the year fire drills will be practised to help ensure this is the case.

When the alarm is set off the aim is for everyone to come out of the buildings QUICKLY, QUIETLY and CALMLY. Nobody can stay in the building except for those individuals who have been given responsibility for checking the building.

- Everyone will follow the directions given by the staff.
- There is no time to change shoes or to put on coats.
- Possessions should be left behind.
- Everyone will go to the Fire Drill meeting place.
- Everyone must wait silently for the next instructions.

At the assembly point the presence of everyone is checked. If parents are in the building at this time they should stand in one designated area and wait for their children to be checked. The next instructions will come from the Head of School or person in charge.

## First day of school (preparation advice)

### Preparation advice for parents of all children

This is based upon collective experience of all the Primary staff.

- [How will I know when my child has special lessons and should bring certain items?](#)  
Your child's Class Teacher will share the timetable with you and provide you with all the information necessary. By the end of the first week, the Parent Portal will also have your child's timetable on it.
- [What house will my child be in \(De Coubertin, Da Vinci, Mandela or Curie\)?](#)  
Each student is assigned a house within their first few days in school.
- [How will I know which classroom to go to on the first day?](#)  
Those children starting school on the first day of the first term hopefully have already visited the school before it opens. However, all rooms are clearly labelled and there will be a summary as to which child is in which class, in the reception area.
- [This handbook has answered nearly everything but I still have some questions. Who can I talk to?](#)  
We are all here to help you and your child so please ask any of us and we cannot answer ourselves, we will direct you to someone who can.

## German as an Additional Language (GAL)

Students who are not native German language speakers and are relatively new to the language, take part in German as an Additional Language (GAL) lessons. These lessons are geared so that students are able to access the language in order to communicate with their German speaking peers and/or take part in day-to-day activities while in our host country. All forms of the communication process or listening, speaking, reading and writing, are presented in a relaxed and enjoyable atmosphere and through diverse activities.

## Holidays

LIS observes German national holidays. Apart from these, the Head of School proposes the dates for major school breaks in cooperation with the Management Team. You will be provided with a copy of the school calendar for the current academic year in the summer mailing which is normally sent in early August before the start of the school year. You may also access the school calendar for the current academic year months in advance by visiting our website.

Parents are asked to arrange family vacations and trips to coincide with school holidays, which may be posted up to a year in advance. If you need to submit a request for leave during school time, please read the [Leaving school early \(missing school days\)](#) information, found under the 'Attendance and Punctuality' section of this handbook.

## Homework

The purpose of homework is to promote a love of learning that encourages positive, meaningful learning experiences between students, parents and teachers.

More information can be found by [clicking here](#).

## Hort

Hort is LIS Primary's complementary educational and recreational programme, providing children with opportunities for learning beyond the regular school day. In Hort, children learn through play, shared relationships and daily interactions. Learning in Hort can be both non-formal (semi-structured) and informal (spontaneous and natural), and focuses on the application and development of social, behavioural and emotional skills.

The children in Hort are guided by a team of professionals, consisting of education generalists, social pedagogues and social work specialists. Hort educators encourage children to put their own ideas and thoughts into actions, expressing themselves in intellectual, physical and creative processes. The educator team tailors the learning environment, projects and programmes to best meet the children's interests and needs.

The Hort educators are supported in their work by two separate groups: gap year volunteers and educator assistants (EAs). The gap year volunteers join us each August and serve for a year. They are young people who have recently completed secondary school and are interested in discovering the field of social services before continuing their schooling. The EAs focus on safety and security during Afternoon Hort and are responsible for monitoring key entry and exit points.

The three core Hort times are:

- Morning Hort (before school)
- Afternoon Hort (after school)
- Holiday Hort (during school holidays)

### **Morning Hort**

From Monday 7 January 2019 our Hort doors will open from 07:00 in the morning to our Primary students. As such, Morning Hort is available **from 07:00 until 8:27 each day**. We believe that opening the Hort one hour earlier in the morning will support working families, whose mornings have to start earlier.

To access the early Hort (07:00-08:00), please enter through the pedestrian gate in the morning and check in with Hort staff in the Hort rooms. Students should bring all their belongings to Hort. In the dark winter months students will join Hort in the first hour (from 07:00-08:00) inside.

During morning Hort, educators welcome children and provide supervised, observed and (when available) guided outside play in the playground area. On the rare occasion when weather conditions do not permit outside play, morning Hort moves inside. *Please note that children arriving before 07:00 cannot be supervised.*

### **Afternoon Hort**

Afternoon Hort is available **from 15:00** when the school day is officially over, and is available **until 17:00**.

Afternoon Hort features an open concept, where educators provide six learning areas allowing children the freedom to choose topic of play and setting as well as companions. The six theme-based spaces are: Outside, Creative, Construction, Game, Active, and Quiet.

Children will be signed into afternoon Hort at morning registration time by their class teachers. The children need to know what they will be doing each day after classes so that they can tell their teacher in the morning. Children will have name tags which they need to be responsible for and that they put on the Hort boards to indicate where they are so that everyone can find them easily. Each child needs to be signed out of Hort at the sign out desk when they leave at the end of the day.

### **Holiday Hort - Full Day Holiday Programming**

During the school holidays, Hort is offered to Grade 1 - 5 students as a whole day educational and recreational programme between the hours of 08:00 and 17:00.

**EY3 children** transferring from the Early Childhood Centre into Primary School may attend Summer Holiday Hort at the Könnertitzstraße site as a transitional step before the beginning of Grade 1.

Parents are asked to sign their children up for the Holiday Hort in advance. Holiday Hort services carry a separate fee.

Additionally, each summer Hort closes for two weeks completely. The closing times are marked on the school calendar.

## **Hort Educators In-Class**

Hort educators will work in class for a percentage of their regular weekly work. The Hort educators are a valuable resource and will work with small groups of children, individuals or to co-teach in the class. This helps foster a better understanding of the children, better relationships between Hort staff and teachers and helps build a strong Primary team.

# House system

## General information

In order to further promote teamwork and to foster a sense of belonging in our expanding school, LIS primary runs a House System.

Each child is allocated to one of four houses (siblings are 'housed' together.) House activities and assemblies promote leadership (especially at the Grade 5 level) and develop a sense, not only of good sportsmanship but also good team spirit – being an active and valuable part of a team whether it be in the context of the class, House or sporting team.

We believe that the House System helps to educate students in the art of taking part, taking risks and having a go.

Through this system the children learn;

- That sometimes you can't win but also that not winning does not always mean losing
- Not only to work for themselves but to work for each other
- That sometimes, working together can bring about a greater good
- That success, when achieved in collaboration with others is equally as sweet as that achieved alone
- That taking part and not winning can still bring growth in team spirit and point the way for success in the future

## Houses

The children in the primary school are allocated to one of four houses. Siblings are always placed together in the same house. The houses are organised vertically; there are children from every grade level in each house. There are also children from each house in each class. Most staff are also allocated to houses.

The houses are:



## Student leadership

Each house is led by

- Two House Captains (from Grade 5)
- Two Assistant House Captains (from Grade 4)

These roles are important. Not only are they setting the example to other students on how to be a true LIS Primary student but they are heavily involved in building team spirit, supporting younger students and providing opportunities for other students to shine.

## **Main responsibilities**

Do any responsibilities given by the Primary Principle or people in similar positions of authority, most notably:

- Support the school mission, principles and values
- Provide guidance as required, to the Assistant House Captain so that they may be better equipped to become a House Captain should the opportunity arise
- Represent the whole house and receive relevant awards in assemblies and on special event days
- Motivate team members in order to win more house points
- Organise inter-house events which encourage team effort
- Act as LIS ambassadors at community events e.g. showing prospective parents around on Open Days
- Receive and welcome important visitors into school
- Attend house meetings on a weekly basis or as required
- Lead assemblies as requested

## **Person specification**

The student should:

- Have an excellent track record of behaviour
- Have an excellent attitude to learning
- Consistently demonstrate the IPC personal goals of:
  - Adaptability
  - Communication
  - Cooperation
  - Enquiry
  - Morality
  - Resilience
  - Respect
  - Thoughtfulness
- Show good organisational skills
- Be proud of our school
- Be cheerful and positive, even in times of difficulty
- Be well presented and proudly wear their house badge whilst at Leipzig International School

## **House shoes (indoor shoes)**

The children change from their outdoor shoes before entering their classroom. Indoor shoes are usually kept on benches outside the classrooms.

## **Information evening**

Early in the school year parents are invited to attend our Information Evening where they will meet the classroom teacher as well as members of the Grade Team, specialists and members of staff who work directly with children.

The evening is intended for parents to learn more about the curriculum that their child will explore during the school year as well as routines, expectations, procedures, requirements, and trips or projects that affect directly or indirectly the learning process. Curriculum details will be on the school website for parents to look at. Opportunity is presented to parents to ask questions and find out about the year ahead.

## **Learning Support**

The role of Learning Support is to provide intensive support for children who find it difficult to access the curriculum due to specific learning differences. Support takes place in different settings including within the general classroom and withdrawn in small groups in the Learning Support setting.

The Learning Support team for the Primary School consists of two Learning Support teachers. The Learning Support teachers conduct individual student assessments, liaise with other specialists, meet with parents, provide a link with outside agencies and advise classrooms teachers.

One Learning Support Teacher works directly with students from Grade 1 through Grade 4. S/he also spends time at the Kindergarten to observe and assess children in order provides support and advice to teachers and educators about how to meet the needs of specific children. The second Learning Support teacher works directly with students in Grade 5 along with students in the lower Secondary School.

## **Leaving Primary forever**

There comes a time when your child may leave the Primary Section forever. Of course we will be sad to see you go and will do whatever we can within our powers to support you in your move.

If your child is leaving please email your child's Class Teacher AND the Director of Admissions as soon as possible so that any necessary paperwork can be completed.

## **Lock down procedures**

Similar to the Fire Drills the Lock Down procedures will be practised during the course of the year to ensure that everyone knows what will happen in that situation and works with the maximum of efficiency should it be needed.

Please note the difference between Lock Down and Fire Alarm: During a fire alarm the goal is to exit the building. During a Lock Down the goal is to keep us safe from external danger such as an intruder or a nearby gas leak. Anyone in the building will be locked into the nearest available room and wait quietly there until they hear an all clear message.

## **Lost property**

As your child progresses through the school, please encourage them to be responsible for remembering to bring their own kit. To help keep to a minimum the large amount of lost property which accumulates each term, please ensure that all hats, caps, clothing, towels, swimwear, bags, bottles, lunch boxes and shoes etcetera are clearly labelled with your child's name and class.

School cannot be held responsible for items that are lost. Please do not call the school and ask for lost items to be searched for. Named items will be returned to your child. Lost items are kept in basement (accessible to parents). Items not claimed are donated to charity.



# Medical

## When to keep your child at home

In order to maintain a healthy school it is important that children are only at school when they are fit to be. Learning is not maximised or secured when a child is ill. Parents can help prevent the spread of infectious diseases by keeping their contagious child home from school until s/he can no longer spread her/his illness to others.

Children should be kept home when they have:

- Diarrhoea or stools that contain blood or mucus
- An illness that causes vomiting 2 or more times during the previous 24 hours, unless the vomiting is known to be caused by a condition that's not contagious
- Impetigo (*a skin infection with erupting sores*) until 24 hours after treatment has been started
- Conditions that suggest the possible presence of a more serious illness, including a fever (37.5°C/99.5°F or more), sluggishness, persistent crying, irritability, or difficulty breathing
- Any child with respiratory symptoms (*cough, runny nose, strong cough or sore throat*) and fever.
- Head lice
- Thick mucus in nose/eyes or inflamed eyes
- Suspicion of contagious infection (chicken pox, scarlet fever, fifth disease etc.)

Staff will inform the school nurse if any of the above occurs while the child is at school and parents will be asked to pick their child up and take her/him home until the symptoms have been resolved. When the child returns it is important that they are able to participate in normal activities, and staff can care for the child without compromising their ability to care for the other children in the class.

## Communicable diseases

The school nurse will provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed. Information will be provided about the signs and symptoms of the disease, mode of transmission, period of communicability and control measures that are being implemented at LIS and that families should implement at home.

**You are asked not to send your child to school if he/she is unwell (e.g. fever of 37.5°C/99.5°F or more, vomiting).** Learning is not maximised or secured when a child is ill. Furthermore, an ill child in school can also cause illness amongst others including the teachers and educators (thus affecting everyone)

## **Illness**

Please do not send your child to school if your child has any of the following symptoms:

- Diarrhoea or stools that contain blood or mucus
- An illness that causes vomiting 2 or more times during the previous 24 hours, unless the vomiting is known to be caused by a condition that's not contagious
- Impetigo (*a skin infection with erupting sores*) until 24 hours after treatment has been started
- Conditions that suggest the possible presence of a more serious illness, including a fever (37.5°C/99.5°F or more), sluggishness, persistent crying, irritability, or difficulty breathing
- Any child with respiratory symptoms (*cough, runny nose, strong cough or sore throat*) and fever.
- Head lice
- Thick mucus in nose/eyes or inflamed eyes
- Suspicion of contagious infection (chicken pox, scarlet fever, fifth disease etc.)

It is often difficult to make a decision about whether or not your child is sick enough to stay at home. Many illnesses are easily spread, both in school and in the family. Keep in mind that hand washing is the single most important thing that you can do and teach your child to do so, to help prevent the spread of infections. In addition, it is also helpful to teach children to cough and sneeze into the elbow to help minimize the spread of germs to other surfaces. Since the elbow is less likely than your hands to come into contact with other objects, fewer areas become contaminated.



If your child is unwell (but does not have any of the symptoms or illnesses mentioned above) we ask that you do not send him/her to school until he/she is fit again. In assessing whether or not your child is well enough to be in school, please ask yourself if she is well enough to attend PE and play outside, as they will be expected to take part in these activities if they come to school. Please understand that it will not be possible to make special arrangements for children to be withdrawn from activities or to be supervised in the classroom during playtime. In certain cases, for example following absence of more than three days, a doctor's note will be required before returning to school.

Students who vomit or have diarrhoea at school will be sent home.

Students with head lice will be sent home and parents will need to treat their child's hair. Students will then need to be checked by a doctor or the school nurse to see if the child's hair is clear before they can return to class.

While we regret any inconvenience that this may cause since keeping sick children at home may mean lost work days/ school days, for parents, teachers, and children; however it also means less illnesses for everyone. In the case of serious childhood disease or highly contagious disease, please bring a certificate of harmlessness from your attending physician before returning to school.

Thank you for your cooperation.

**Children requiring emergency medical attention will be taken directly to the local doctor or to the hospital and their parents will be notified. (Note that German law requires that emergency medical attention be given, even if parents cannot be contacted.)**

## **Medication**

If your child has to take medication during school time, the school nurse will administer it. No other member of staff is permitted to administer medication. You must bring the medication with a clear dosage note to the nurse's office. It must be in the original package and needs a valid expiration date. Shots or injections will only be administered in case of a life-threatening situation (i.e.: allergic reactions or insulin dependent diabetics). If your child needs an asthma inhaler, please bring it to the nurse's office with an appropriate dosage note.

At school, the nurse can also give students non-prescriptive medication, but she alone will decide if it is really necessary, and will not do so without your permission. Aspirin is strictly **NOT** administered to children, since it is highly associated with the development of Reye Syndrome. Please remember to never share medication with others.

## **First aid / injuries**

Most injuries occurring at school injuries are minor and require little attention. All LIS staff members are required to participate in and pass a recognised First Aid and CPR training. At LIS our practice has been that staff take a first aid course on arriving at the school at the beginning of the new year and refresh it every 4 years in line with the local authority recommendations. Each year LIS provides two training opportunities for staff at the school's cost.

In the event of an emergency situation we will take the necessary emergency measures and contact you by telephone. Please inform the school office promptly about any changes to your emergency contact information.

**Children requiring emergency medical attention will be taken directly to the local doctor or to the hospital and their parents will be notified. (Note that German law requires that emergency medical attention be given, even if parents cannot be contacted.)**

If you take your child to the hospital or to a physician because of an injury that happened at school, you should inform the school nurse as soon as possible, so that she can complete the accident report.

## **School Nurse**

The School Nurse is located on the Könnertitzstraße site and looks forward to working with all parents in helping them, the staff and healthcare providers care for the health of the children.

The nurse's primary objective is to support and care for children when they are hurt, in pain or feeling unwell. Children who are not well are unable to concentrate in school. The nurse also develops and implements healthcare plans for children with health conditions and keeps student health records up to date.



**If your child has diabetes, asthma, severe allergies, seizure disorder, or other health conditions, please notify the nurse.**

As the health coordinator, it is the nurse's responsibility to notify parents and staff members about communicable diseases in the school, as soon as they are identified. These would include, but are not limited to: Chicken pox, Fifth Disease/Slapped Face, Influenza, Meningitis, Pink Eye, Rubella, Scarlet Fever, and Head Lice. This information will be disseminated via bulletin boards, information sheets and the website/emails. Your child's identity will be kept confidential.

Please let the nurse and the classroom teacher know immediately if your child has a contagious disease, so the nurse can take the necessary steps.

In the role of health educator, the nurse's goal is to address nutritional, physical, emotional, mental and social characteristics of health. Thus allowing students to improve their health, prevent illness, and reduce risky behaviours.

**Open Door Policy:** The nurse's office is always open for students, staff, and parents at the Könnertitzstraße site. Please stop by, make an appointment or call to discuss any questions, issues, or concerns you might have.

**Office hours:** Monday - Friday from 08:30 -17:00

**Contact information:** Helen Myers – School Nurse (Room 015)  
Leipzig International School  
Könnertitzstraße 47  
04229 Leipzig  
Phone: (+49) 341 – 393 77 635  
Email: [Helen.myers@lis.school](mailto:Helen.myers@lis.school)

## Mobile phones

Mobile phones are not allowed to be used by the students during school time. Children bring mobile phones to school at their own risk. Children who have mobile phones in school should be responsible for giving them to their class teacher for safe keeping during the day and collecting them from the teacher at the end of the day.

If a child is waiting to be contacted by a parent after school during Hort time and they use their phone to coordinate with their parents then the phone needs to be on silent. Any child needing to use their phone must go to a member of staff and seek permission before answering or using the phone, so that staff member can supervise the phone usage. Children using their phone unsupervised may run the risk of having their phone taken and set aside until pick-up.

## Mother tongue

Because of the proven cognitive and emotional benefits of developing a strong mother tongue, LIS celebrates and aims to foster growth in all our students' languages.

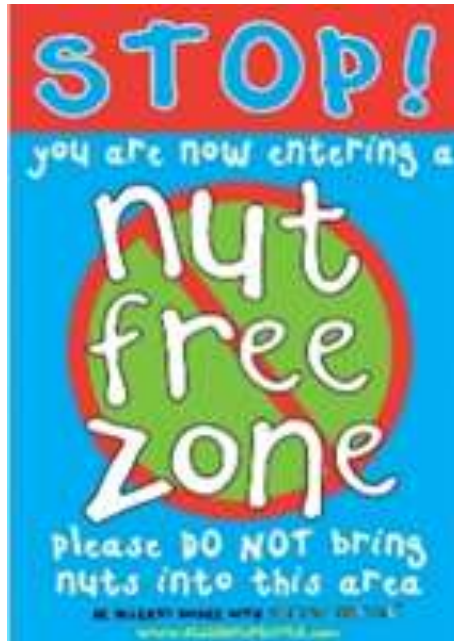
**English language learners are therefore encouraged to develop their mother tongue while improving their English proficiency. We highly encourage parents to help support the development of their child's cognitive and language skills by communicating and reading at home in the mother tongue.**

We are happy to meet with parents to discuss ways to help your child's language development. At LIS, we strive to expand our mother tongue resources and are happy to receive any volunteers, book donations or suggestions.

## Nut-free classrooms

A number of our students suffer from severe nut allergies. Should they be exposed to **any** form of nut (including nut-butter), this can result in them having an [anaphylactic](#) reaction which can potentially be fatal. Our students often visit other classrooms and so to reduce the unthinkable happening, **all Primary classrooms** must remain nut-free.

This means that morning snacks must not contain any kind of nuts or nut-based products i.e. peanuts, nut-butter, Nutella, walnuts, hazelnuts, almonds, cashews, pecans, pistachios etc. However, should your child wish to have nut-based products for **lunch in the cafeteria**, this is still allowed. Thank you for your understanding and support on this important matter.



## Opening hours

Our Primary School at Könnertitzstraße is open **Monday to Friday from 07:00 until 17:00**. The school programme runs on a 3 terms in a year calendar. There are around 181 teaching school days in the year. When there are school holidays an optional holiday Hort programme will run for Grades 1-5.

There are normally two closing weeks at the start of August and two closing weeks in December. Parents are asked to ensure that they drop off their children and pick them up within these time frames.

## Parent community

Our Marketing Manager Liane Lindenlaub helps to welcome and support newly arrived families and offers them contact, via email, with an experienced LIS family member who speaks the same language. She also assists in building up a network of parents throughout the Leipzig area in order to help them find new contacts and resources so that their life in Leipzig, whether temporary or permanent, is as enriching as they would like it to be.

The following support is provided:

- Providing the parent community with any relevant information regarding international living in Leipzig such as:
  - Information about your new community, Leipzig
  - Where to procure services (for example, from an English speaking doctor; assistance with official documents
  - All different kinds of practical information for adults and children
  - Travel information
- Coordination of information about activities to reach new families in the community
- Encouraging parent and community volunteerism at school. Recruiting and inviting parent volunteers for the purpose of assisting with school activities or leading parent activities.
- Providing professional support to the elected parent representatives and the parent community at large; working closely with the parent representatives of the school.

If you would like further information or require assistance, please do not hesitate to visit the Marketing Manager in the Loft building or contact: [pcc@lis.school](mailto:pcc@lis.school)

## Parent Portal

The Parent Portal is the means by which parents will receive the most communication from the school. Each family will receive login information for the LIS Parent Portal. The Parent Portal can be accessed through going to the LIS website page. Once in the Parent Portal parents will be able to see information that is specific to their children's classes as well as general school information.

Each week, letters are sent to the Parent Portal giving details about what has happened in your child class, homework and giving information about forthcoming events. The Parent Portal is an essential means of ensuring that parents are well informed and so parents are asked to check the portal regularly. It is also the place where parents can ask for a change of contact details, permanent pick-up permissions, go home alone permissions, general field trip permission, etc.

## Parent-Teacher-Child Conferences (PTCCs)

[Please click here for more information.](#)

## Peer mediation

At LIS, we often seek ways to increase students' direct involvement and ownership of their school. We aim to encourage students to feel a higher sense of responsibility, leadership, and empathy for their fellow students. With this in mind, the Peer Mediation Programme was founded.

Through this Programme, trained fifth grade students help their peers to solve issues that may have arisen between other students and the mediators attempt to do so with little to no intervention by adults. The mediators work in pairs and, during each mediation, set the tone of the meeting by explaining their role and the rules of mediation, allowing each disputant to say their side of the story, identifying the emotions of the individuals and facilitating the brainstorming of solutions to the problem.

The types of situations peer mediators will address include disputes between friends, disagreements and other such issues that teachers deem appropriate for the mediators to help solve. If a teacher feels the issue is too serious for the mediators, the teacher will handle it him/herself.

## Pick up, sign out & pick-up permissions

### General information

At the end of the day nearly all children will need picking up though some parents do provide permission for their child to go home alone.

Parents (or designated carers) who are picking up children need to ensure that they collect their child and let a staff member know that they have them.

- If parents pick up from the classroom, please make sure to speak directly with the teacher or educator there, letting them know that you have your child.
- If parents pick up after 15:00 please collect your child and sign them out either at the Hort sign out desk.

Once parents have arrived to collect their child in the interest of safety and security it is important that they take their child home promptly so that the supervising staff can see clearly the children they are still looking after.

All parents are asked to ensure that they **pick up their child by 17:00**, which is closing time, there is a fee levied for late pick-ups.

### Pick-up permissions

Parents provide all permanent pick-up permissions via the Parent Portal.

- Access the Parent Portal through going to the LIS website page
- Click: *Contact us*
- Select appropriate scope (e.g. pick-up permission, go-home-alone permission)
- Write a meaningful message

Our administration team adds the information received through the portal to the central database allowing staff to access it each day to ensure that only parents, guardians and authorized persons are picking up the students.

### **One-time pick-up permissions**

These must be submitted in handwritten letter-form in the morning to the class teacher.

### **Going home alone**

Children with permission to go home alone must sign themselves out before leaving each day.

- If a student is leaving directly from the classroom at 15:00, the student should tell their teacher in the morning that they will be leaving school immediately when school is over.
- If a student is leaving after 15:00, then he or she must go to Hort at 15:00 for continual care and supervision. When the student leaves, he or she needs to sign themselves out prior to leaving at the Hort sign out desk no later than 17:00.

### **Sign-in to Hort**

All children who have not picked-up directly from their classrooms by a caregiver, or have not signed themselves out, are signed into afternoon Hort. They then attend Hort and their after school activities until being picked-up and signed-out at the Hort sign-out desk on the lower floor of the Hort Building.

## **Play**

Play is an important part of any child's development and it is valued and encouraged at LIS. Play in generally occurs during break and Hort times although for our younger classes there may be opportunities for play in the classes.

## **Playground**

There is a daily morning, lunchtime and afternoon outdoor break for all classes during the school day. Teachers, educators and volunteers provide supervision during these break times.

Playtime is viewed as a time when children should be able to play freely and safely. Staff members on break duty are always close at hand should they be needed and will intervene if play looks unsafe.

Appropriate student behaviour is expected as per our behaviour policy.



## Playground Buddies

The Playground Buddy Programme supports older primary students as they take on leadership roles and responsibility on the playground during morning and lunchtime breaks.

The aim is to empower students to support other students in creating safe, fun and inclusive play environments and relationships.

LIS Primary Playground Buddies, fourth and fifth grade students, are selected through an interview process at the end of the previous school year.

They are then trained to:

- Work together in teams
- Teach group games to children on the playground
- Act as play partners for other children
- Role model friendly, open, kind and inclusive play behaviours
- Play with children who are lonely
- Help new students to settle in during breaks
- Be a friendly person that other children can go to for help or an open ear

Through the training process, the Playground Buddies aspire to fulfil the aims of the Programme:

- Facilitate happier playtimes for children
- Encourage children to play together and make new friends
- Reduce incidences of poor behaviour, aggression, boredom and destructive games
- Help to raise self-esteem by building confidence and trust in abilities
- Reduce the number of accidents on the playground through safer play
- Befriend children on the playground who are lonely
- Provide positive role models for younger children

The programme is overseen by the Hort Leader and Hort educators who meet weekly with the Buddies to reflect on their duties, problem-solve any team or duty issues, learn new games, and further provide the students with the tools to develop social and emotional abilities needed to be effective Playground Buddies. The educator team reports on the programme to the Primary School Principal.

## Reading (to and with your child)

Children are encouraged to take a book home regularly from the classroom for reading or to read with the very popular online Reading A to Z programme (RAZ kids)

Parent participation can vary and may include:

- Listening to your child read
- Taking turns reading
- Asking questions about the story, such as:
  - predicting how the story will end
  - what was the child's favourite part and why
  - characteristics or distinguishing features of the main characters
  - explaining an event in one of the illustrations
  - asking the student to summarize the story
  - relating the story to real-life experiences, if applicable

Reading should be done on a daily basis and reading logs filled in as and when required. Reading journals can be used to record ideas, questions and personal reflections on the books read.

Studies have proven that reading not only helps develop cognitive skills, but also supports students whose mother tongue is not English when the reading is conducted in the child's mother tongue (since language skills are transferable).

**Therefore, we highly encourage parents to help support the development of cognitive and language skills by communicating and reading at home in the mother tongue.**

## **Room Parents**

At the beginning of the school year, a parent volunteer will be sought to take on the role of room parent. The room parent regularly meet with the Principal to look at improving the education of all students. They also lend support and assistance to the classroom teacher in organising class events.

Further information about the role is available from the Room Parent Handbook, located on our website. Parents who are interested to lend a little of their time should let the teacher know within the first weeks of school.

## **Room Parents' Representative**

Soon after the start of the school year, all room parents receive a letter from the school with an invitation for the election of a Room Parents' Representative (RPR) for each of the three sections of the school. The room parents of each section elect a RPR from amongst them.

The RPRs meet periodically with other groups that serve the school community

## **School garden**

The School Garden is LIS' green classroom that links nature experiences with the curriculum. It is located just outside LIS' back gate, about 30 meters down the path to the left on the left-hand side.

At time of writing, it is under renovation but the aim is to....

During the school day, the School Garden is opened regularly during Afternoon Hort as an open space where children can come to garden or just enjoy being in the natural setting. It also hosts a primary gardening club, which takes place once a week during lunchtimes.

## **School (student) reports**

[Please click here for more information.](#)

## Snacks and lunch

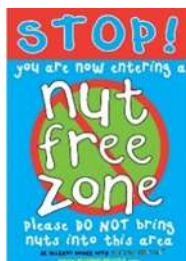
There are two breaks for food during the school day; **morning snack** and **lunch**. For those children staying late an additional snack will be needed.

Snack and lunch times are communal events that take place while seated, mainly inside and always together with the group to encourage healthy eating habits. Children are asked not to snack outside during breaks and while playing, as they have ample time and space to eat and drink healthily in the designated times and spaces.

During Hort times, students staying late can eat snacks brought from home while seated in one of Hort's two designated indoor and outdoor snack areas.

### Nut-free classrooms

Please ensure that you adhere to the nut-free classrooms rule. [More information can be found by clicking here.](#)



### Healthy snack

Please send a small healthy snack such a sandwich or fruit. **The children should not bring chocolate or sweets to school** (although exceptions are made when sharing things for special occasions).

😊😊😊 YES 😊😊😊	😞😞😞 NO 😞😞😞
Snack box with child's name	Cakes
Fresh fruit	Chocolate
Low sugar cereal/granola bars	Chocolate spread
Water	Crisps/potato chips
Healthy fruit juices	Drinks in glass bottles
Natural yoghurt	Fizzy drinks
Sandwiches	Sweets
Vegetable sticks	Anything nut-based

### Lunch

Parents can either send a packed lunch or buy hot lunch from the school's caterer. This school year **Leipzig Gourmet GmbH** will provide the catering service for the Könnertitzstraße site.

Should you wish your child to take part in school meals, you will need to complete the school meal services contract and return **to the caterer**. (Details can be found on the website.)

### Drinks

Water is preferable (tea and some juice may be allowed but water should always be brought on PE days). **Glass containers and fizzy, sugary drinks are not to be brought to school.**

## **Social media safety**

There are going to be times when you would like to take a photograph of your child at school. With regards to the safeguarding of all LIS students, we kindly ask that you do not put any images of children other than your own onto social media (e.g. Facebook, Snapchat).

### **Advice to parents**

It is often surprising to staff, the types of social media that students use. Please see below, at time of writing, the recommended minimum age for a number of popular social media apps/games:

- Facebook – 13+
- Facebook Messenger – 13+
- Facetime – 13+
- Fortnite – 12+
- Instagram – 13+
- Minecraft – 9+
- Skype – 13+
- Snapchat – 13+
- Viber – 13+
- Whatsapp – 16+

## **Student Council**

The Primary Student Council works to promote the student voice in the school's decision-making process and empowers students through democratic procedures while inspiring its members to make a difference by taking action themselves.

The Council is composed of representatives from each class in Grades 3 through 5. They are elected as part of the settling-in period at the start of the academic year. The Primary School Principal serves as mentor and coordinator.

The Student Council has positively impacted student life in the Primary School and is seen as a point of contact for the student body. Additionally, the Council has raised funds, not only for local a local charity, but also for charities in the greater world community.

### **Main responsibilities**

Do any responsibilities given by the Primary Principle or people in similar positions of authority, most notably:

- Support the school mission, principles and values
- Represent and be a voice for their class at student council meetings, which are held on a weekly basis or as required
- Make a positive difference to student education by regularly meeting with the Primary Principle and proposing realistic improvements
- Organise charity events and other special events that support the local and wider community
- For Assistant Student Counsellors: Support the Student Counsellor, especially in their absence
- Act as LIS ambassadors at community events e.g. showing prospective parents around on Open Days
- Receive and welcome important visitors into school
- Lead assemblies as requested

## **Person specification**

The student should:

- Have an excellent track record of behaviour
- Have an excellent attitude to learning
- Consistently demonstrate the IPC personal goals of:
  - Adaptability
  - Communication
  - Cooperation
  - Enquiry
  - Morality
  - Resilience
  - Respect
  - Thoughtfulness
- Show good organisational skills
- Be proud of our school
- Be cheerful and positive, even in times of difficulty
- Be well presented and proudly wear their house badge whilst at Leipzig International School

## **Student supplies**

Student supplies are an important component of a student's preparedness to learn. Each grade has specific supply requirements that are needed in order to support the learning of the curriculum for each specific grade.

Stationery supplies are displayed on the school website and are also sent to parents. If you have any problems obtaining any of the listed items, please see your child's class teacher for assistance.

## **Student Support Services**

The prime objectives of Student Support Services are to:

- Recognise students as individuals with different strengths and needs.
- Develop and put into place systems that aim to ensure all student needs are met.

The Student Support Services Team comprises:

- Child Welfare and Protection Team
- Counsellor
- Learning Support Team
- Nurse
- Head of Student Support Services

Should a member of the Primary staff wish to make a referral to Student Support Services, (s)he would need to consult the Student Support Services Flow Chart and the Primary School Referral Criteria. Should a member of the Primary staff have a concern about any possible Child Protection issue, (s)he needs to see the Head of Student Support Services/Child Protection Coordinator.

Should you have general questions, please refer to your child's classroom teacher. Should you have specific questions or concerns, please feel free to contact the Head of Student Support Services and Child Protection Coordinator, Fiona Eels at [fiona.eels@lis.school](mailto:fiona.eels@lis.school)

## Swimming lessons

**For children in Grade 2**, swimming lessons are provided as a part of their LIS curriculum for a period of 11 weeks. These lessons will be provided by fully qualified swimming teachers at the swimming pool "Sportbad an der Elster". Children travel to and from the swimming pool under adult supervision.

Parents will be asked to fill in a swimming permission form. If your child is not able to take part in the swimming lessons due to health concerns, please ensure that you submit an appropriate doctor's note.

You will obtain more written information from the school at the start of the school year.

## Toys

In general LIS will provide toys that are necessary for the children to play with either in class or outside and toys from home should not be bought in. Educationally speaking we would encourage for children to make up their own games, have open-ended play experiences with natural materials and use their imagination as oppose to playing with specific toys. Children need to learn to play and share toys and sometimes this is a difficult thing to do if it is one child's personal toy and situations can arise that lead to conflict and upset.

There may be occasions where class teachers or educators inform parents that toys are appropriate and can be bought in; perhaps for a special lesson. Any toys or games brought to school are the child's responsibility, not school's responsibility.

As an exception, Primary students in Grades 1-5, can share toys brought from home with others during Afternoon Hort. Students must keep these toys stored away during the regular school day and are held responsible for keeping their toys safe on their own. If the toys are taken out during other times of the day, they may be taken away and returned only at pick-up time.

### **No electronic toys or games**

No electronic toys or games are allowed in school the only exception to this is for children who are attending Hort on a Friday afternoon. Children who do not follow the Hort rules may have this privilege withdrawn.

## Website

The LIS website ([www.lis.school](http://www.lis.school)) is the place to go to find out more information about the school. A directory of the staff members and easy to access school section information can all be found there. Commonly used documents like school calendars, curriculum information and after school activity catalogues are kept on the website at all times. The website is also the way in which to access the Parent Portal and this is where the majority of information from the classes to parents will be stored.