



PRIMARY SCHOOL PARENT HANDBOOK

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Last updated: Friday, 16 July 2021



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Please note that those sections with *** are considered essential for new parents.

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Primary School – Parent Handbook



Welcome parents

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.

Tim Belfield
Primary School Principal

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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

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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

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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.

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Our Core Values

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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.

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Useful information for 2020-2021

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Primary School Staff

Below are all the **listed** names of staff, with names in brackets being the preferred name. To email a staff member, please **use the listed name** with the following format: firstname.lastname@lis.school For example Annie Hedenig (Music Teacher) has ann.hedenig@lis.school as her email address.

Grade 1	Class	Room	Educator(s) in Class & Hort
Marisa Wuttke (Marisa Di Teresa)	1MDT	H10	Julia Barth (with 1EH) Rebecca Schulze (with 1MDT) Vasiliki Bara (with 1PS)
Paula Sullivan	1PS	H06	
Siobhan Croft	1SC	H08	
Grade 2	Class	Room	Educator(s) in Class & Hort
Catia Vilaça	2CV	004	Sabine Frenzel Stefan Schmidt Tina Altdörfer
Jennifer Pritchard (Jennifer Schaller)	2JS	010	
Kyla Piper	2KP	003	
Grade 3	Class	Room	Educator(s) in Class & Hort
Alison Brant	3AB	007	Maria Krach (Volunteer)
Brian Leigh	3BL	006	
Olga Romanyuk	3OR	009	
Grade 4	Class	Room	Educator(s) in Class & Hort
Amy Moeller (Amy Möller)	4AM	110	
Michael Langley	4ML	103	
Traci Mausolf	4TM	104	
Grade 5	Class	Room	Educator(s) in Class & Hort
Carl Andresen	5CA	106	Maximilian Lux (Max Lux)
Deanne Maye	5DM	107	
Bryony Galligan / Leslie Wandkowsky	5GW	109	

Specialist Staff	Room
Substitute Teachers	
Alison Schmid	115
Myles Buckingham	115
Head of Student Support Services	
Fiona Eels	005
Nurse	
Aoife Belfield	015
Counsellor	
Josephine Schumann	H11
Learning Support Teachers	
Aleksandra Arsenich	H01
Melinda Rabach	H01
Thomas Elms (Tom Elms)	304

Specialist Staff	Room
EAL Teachers	
Courtenay Comiskey	H04
Rebecca Buckingham	H04
Ulrike Metzler (Uli Metzler)	H04
EAL Educators in Class & Hort	
Archie Scrase	
Jayne Kaethner (Jayne Käthner)	
German & GAL Teachers	
Valerie Habicht-Geels	002
Anne Caesar (Anne Cäsar)	115
Barbara Bell	115
Matthias Kuchel	115
Pauline Hagemann	115
GAL Volunteer & Hort	
Jonas Geist	002

Specialist Staff	Room
Teacher Librarian	
Eve Carroll	Library
Music Teacher	
Ann Hedenig (Annie Hedenig)	012
P.E Teachers	
Sabrina Bennett	P.E Office
Brendan Byrne	P.E Office
Gillian Allen	P.E Office
Uwe Reinhardt	P.E Office

Additional Hort Colleagues	Role
Simone Fritz	Assistant Hort Leader
Iveta Ramonaite	Educator Assistants
Katerina Brychova	
Siobhan Corcoran	
Suelyn (Sue) Melo Range	
To be announced	Volunteer

Primary School Management Team	Role	Room
Tim Belfield	Principal	016
Bryony Galligan	Assistant Principal	105
Leslie Wandkowsky	Assistant Principal	105
James Kotsch	Hort Leader	H12
Antje Lorbeer	Management Assistant	018




























































Please note that the office hours for the School Nurse can be found by clicking [here](#).

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Here are photos of everyone in Primary, though some are designated to Admin/Secondary. Please note that: EIC = Educator in Class and also a member of the Hort Team; PSMT = Primary School Management Team (shaded red); PSLT = Primary School Leadership Team (shaded green) and includes PSMT members.

							
Tim Belfield Principal – '016'	Bryony Galligan & Leslie Wandkowsky Assistant Principals – '105' 5GW – '109'	James Kotsch Hort Leader & LISWC – 'H12'	Antje Lorbeer Management Assistant – '018'	Simone Fritz Assistant Hort Leader – 'H12'		Ellene Hartounian 1EH – 'H08'	
							
Marisa Di Teresa 1MDT – 'H10'	Paula Sullivan 1PS – 'H06'	Julia Barth G1 EIC (1EH)	Rebecca Schulze G1 EIC (1MDT) Coord. Peer M's	Vasiliki Bara G1 EIC (1PS)	Cátia Vilaça 2JG – '004'	Jennifer Pritchard (Schaller) 2JS – '010'	Kyla Piper 2KP – '003'
							
Sabine Frenzel G2 EIC	Stefan Schmidt G2 EIC	Tina Altdörfer G2 EIC	Alison McTavish 3AMT – '007'	Brian Leigh 3BL – '006'	Olga Romanyuk 3OR – '009'	Maria Krach G3 Hort Volunteer	Amy Möller 4AM – '110'
							
Traci Mausolf 4TM – '104' Coord. English	Yvonne Pemberton 4YP – '103' Coord. Student Council	Evelina Lindgren G4 EIC Coord. P'ground Buddies	Carl Andresen 5CA – '106' Coord. Maths	Deanne Maye 5DM – '107'	Bryony Galligan & Leslie Wandkowsky Assistant Principals – '105' 5GW – '109'	Bryony Galligan & Leslie Wandkowsky Assistant Principals – '105' 5GW – '109'	Maximilian (Max) Lux G5 EIC
							
Clare Caswell Substitute '115'	Myles Buckingham Substitute '115'				Fiona Eels Head of Student Support Services '005'	Aoife Belfield WS Nurse '015'	Josephine (Josie) Schumann Counsellor 'H11'
							
Aleksandra Arsenich Learning Support 'H01'	Thomas (Tom) Elms Learning Support '304'		Courtenay Comiskey EAL – 'H04' Coord. EAL	Ulrike (Uli) Metzler EAL – 'H04' Coord. IPC	Rebecca Buckingham EAL – 'H04' Coord. English	Archie Scrase EAL EIC	Jayne Käthner EAL EIC
							
Valerie Habicht-Geels GAL – '002' Coord. German	Anne Cäsar German '115'	Barbara Bell German '115'	Matthias Kuchel German '115'	Pauline Hagemann German/GAL '115'	Jonas Geist GAL & Hort Volunteer	Eve Carroll Librarian '112'	Ann (Annie) Hedenic Music / LISWC '012'
							
Sabrina Bennett P.E Head of Dept. – P.E 'P.E Office'	Brendan Byrne P.E 'P.E Office'	Gillian Allen P.E 'P.E Office'	Uwe Reinhardt P.E 'P.E Office'	Iveta Ramonaite Hort Educator Assistant	Katerina Brychova Hort Educator Assistant	Siobhan Corcoran Hort Educator Assistant	Suelyn (Sue) Melo Range Hort Educator Assistant

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Subject Coordination

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Some staff have responsibility for managing and leading specific curriculum areas. Ultimately, they have a depth of knowledge about the delivery of the subjects across Primary School and be able to advise Principal on curriculum and assessment practises in place within the primary school, as well as supporting the staff and students.

English	-	Rebecca Buckingham Traci Mausolf
EAL (English as an Additional Language)	-	Courtenay Comiskey
German and GAL (German as an Additional Language)	-	Valerie Habicht-Geels
Information and Communication Technology (ICT)	-	To be appointed
International Primary Curriculum (IPC)	-	Ulrike (Uli) Metzler
Mathematics	-	Carl Andresen
Physical Education (Whole School)	-	Sabrina Bennett
PSHE (Personal, Social, Health and Economic Education)	-	To be appointed

Other key colleagues

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Primary School has a number of other key colleagues. These staff members 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. The main difference is that they do not have other people within their team to manage

Counsellor	-	Josephine Schumann
Library (Whole School)	-	Eve Carroll
Music	-	Ann Hedenig (Annie Hedenig)
Performing Arts	-	
Visual Arts	-	

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Specialty Areas (Student Leadership)

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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 staff to **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 (click on each system name for more information).

System	Name(s) of student role	Associated staff member	Open to which grades
House	House Captain Assistant House Captain	Tim Belfield	G5 G4
Library Assistants	Library Assistant	Eve Carroll	G5
Peer Mediators	Peer Mediator	Rebecca Schulze	G5
Playground Buddies	Playground Buddy	To be appointed	G4
Student Council	Student Counsellor Assistant Student Counsellor	To be appointed	G3-G5

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International Primary Curriculum (IPC) units of enquiry

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Here are the International Primary Curriculum units of enquiry for this academic year. Each unit varies in length depending upon the material covered. Therefore, although some grades have more/less units than others, all grades are doing IPC units throughout the whole academic year. For more information about the IPC, please [click here](#).

Grade 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Title	Buildings	All dressed Up	The Stories People Tell	It's Shocking	Flowers and Insects
Subject Focus	Art, History, Geography, Science	Art, History, Geography, Science, International	History, Art, Society	Science, History, International	Science, Art
Big Idea	There are structures around us all the time, some of which we barely notice. What are they made from? What is their purpose? What do you notice about their shapes? What can be done to make them stronger? Through this unit you will become builders and discover the secrets to holding up bridges and skyscrapers.	Have you ever seen an elephant in a dress? Or a giraffe in a pair of jeans? Of course not, because unlike animals, only humans wear clothes. Clothes are an important part of our lives. They can keep us warm (or cool). We can wear different colours and designs and change them for different occasions, we can follow the latest fashions – and even make them ourselves! So what do the clothes you wear say about you?	Many of the stories that we enjoy today are influenced by the stories that have been passed down through the ages. By studying older stories, such as myths and legends, we can become storytellers too, writing and performing our own stories to entertain people today.	Electricity can work lights, computers, mobile phones, cars, and lots of other things that we use every day - it can even make our hair stand on end! But what is electricity?	Have you seen any flowers today? Where did you see them? Have you seen any insects? Where did you see them? Flowers and insects need each other. Without insects there would be no flowers. And without flowers insects would go hungry.

Grade 2	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title	Treasures	Material World	Saving the World	How Humans Work
Subject Focus	History, Art	International, Science, Technology	Geography, Art, Science	Science, International
Big Idea	History is like a jigsaw. The treasures that archaeologists find provide us with some very important pieces that help us to build up a picture of what people and places were like in the past.	Hundreds of different materials are used to make everyday objects. Some materials occur naturally, e.g. wood from trees while others are manmade in factories, e.g. plastic. Some materials are magnetic; some allow heat and electricity to pass through them. But with so many different materials to choose from, how do we decide which to use?	Rainforests once covered 14% of our world's surface. Now they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest?	Your body is like an engine that never stops working. By knowing how your body works you can learn to look after it better and stay healthy.

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Grade 3	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title	Paintings, Pictures and Photographs	Land, Sea and Sky	Turn It Up	Gateways to the World
Subject Focus	Art, Geography, History, Science	International, Science	Science, Music	Geography, International, Society
Big Idea	We see visual images all around us every day and they are produced for a variety of purposes. Some help us by providing important information, some entertain us, some are a record of an event or person, and some are used to advertise and sell us things. We need to be able to interpret and use all different forms of visual representation in our daily lives.	Plants and animals can adapt to living almost anywhere on our Earth. Wherever we look on the land, in the sea and in the sky, we find living things that have evolved in unique ways just to live there.	Sound and light is all around us – from the sound of thunder and the flash of lightning in a storm, to a mobile phone ringing and flashing when someone calls us, to the billions of different sounds and lights leaping into life on the TV when we switch it on. In this unit, we are going to explore the many sounds and lights that are part of our everyday lives.	Everyday millions of people take to the skies, making journeys in airplanes. Air travel helps to connect people around the world.

Grade 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Title	What a Wonderful World	Investigators	Myths and Legends	Roots, Shoots and Fruits	Being Human
Subject Focus	Geography, Science, International	Science Scientific Process	History, Art, Society International	Geography, Science	Biology, International
Big Idea	Natural forces have been shaping our planet for many billions of years and these dramatic changes are still going on, right now, all around us. Throughout this unit we will be learning more about the physical processes that shape our planet – and the vital role that we play in safeguarding our planet and its resources for future generations.	During this unit we will learn how to 'do' science. We will learn several, important, scientific skills. These skills can be used in a whole range of scientific situations. However, we will use these skills to investigate one branch of science: materials and their properties. We will also see how these skills can be applied to one real world context – the exciting world of forensic science!	People have been telling stories since prehistoric times, not just to entertain but as a means of passing on their history, beliefs and culture. Many of these stories we refer to as myths and legends, stories that are timeless and are as relevant today as when they were first told. By studying these myths and legends we can learn more about the people and the cultures who created them, and understand how we - today - can adapt and craft our own stories for future generations to enjoy.	Plants have lived on Earth for over 400 million years. Some plants in our gardens today were around at the same time as the dinosaurs. Why have plants been so successful? Let's find out...	Your body is like an engine that never stops working. By knowing how your body works you can learn to look after it better and stay healthy.

Grade 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Title	Extreme Survivors	Space Explorers	Climate Control	Bake It	Being Human
Subject Focus	Biology	History, Science, Technology	Science, Geography, International	Science, International	Biology, International
Big Idea	If you lived in a harsh environment, for example, in the driest desert or on Earth, your body and behaviour would need to adapt in order to survive. So a cactus in the desert adapts by growing a thick stem to store water. But how would you survive if you were a small fish in the deepest, darkest ocean?	We know that when we look up at our sky we will see the Sun, the Moon and the stars. We take them for granted. But why are they there? What do they do? How do they affect the Earth? Astronomy, like all sciences, is about asking questions. By becoming <i>space explorers</i> , we can find out more about our solar system and the deeper mysteries of the universe.	We all have a vital role to play in protecting and preserving our environment. As our population continues to grow, putting increased pressure on valuable resources, we – as global 'caretakers' – must act responsibly and with care to safeguard our planet for future generations.	We are going to find out about science by making bread. The processes involved in bread-making can teach us how molecules behave in different materials (solids, liquids and gases) and how these materials can be changed.	Your body is like an engine that never stops working. By knowing how your body works you can learn to look after it better and stay healthy.

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PSHE programme

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Here are is the PSHE (Personal, Social, Health and Economic) education programme for Primary that comes into full affect from August 2021.

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health & Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Grade 1	Roles of different people; families; feeling care for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Grade 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or grade	Safety in different environments; risk and safety at home; emergencies
Grade 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Grade 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitivity	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Grade 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM

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Room Parents***

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Here are the Room Parents for this year. If you see no name next to a '?' picture, perhaps you would like to be the Room Parent for that class?

1MDT		To be confirmed		To be confirmed
1PS		To be confirmed		To be confirmed
1SC		To be confirmed		To be confirmed

2CV		To be confirmed		To be confirmed
2JP		To be confirmed		To be confirmed
2KP		To be confirmed		To be confirmed

3AB		To be confirmed		To be confirmed
3BL		To be confirmed		To be confirmed
3OR		To be confirmed		To be confirmed

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4AM		To be confirmed		To be confirmed
4ML		To be confirmed		To be confirmed
4TM		To be confirmed		To be confirmed

5CA		To be confirmed		To be confirmed
5DM		To be confirmed		To be confirmed
5GW		To be confirmed		To be confirmed

Business Office

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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.

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	Pia.moeckel@lis.school 0341 – 393 77 642
Admissions, school contracts	Steffi Hölzel	Admissions@lis.school 0341 – 393 77 634
Marketing & Parent Community	Liane Lindenlaub	pcc@lis.school 0341 – 393 77 632

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Seesaw (Digital Portfolio for Students and Families)***

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This is a must-have for all parents.

As you know, throughout the school year there is a lot to discover about the students within our school community: what they are learning; what they are enjoying; how they are excelling; and the things they find difficult to comprehend. This is important information that is great to know but not always easy to provide. We want to be able to share the students' development with you to keep you informed of what is happening when your child is at school and to exhibit the students' individual learning journeys. **Seesaw** is an online portfolio that can provide an ongoing blog of tasks, activities and the achievements of your child.



When is it accessible?

Soon after the first three weeks of school, we grant parents of our classes access to Seesaw accounts. **If you are already linked through the Seesaw app** you will be able to access your child's digital portfolio on Seesaw. As the portfolio of work grows over the year this platform will provide a unique insight into your child's school life and their learning journey.

For those families who already used the Seesaw app last year, you can now access your child's account and it will be linked to their new class.

For those parents who are new to Seesaw or who are yet to set up their family account, here are the details of how to connect with your child's digital portfolio:

- Seesaw is a free app, available when you visit your mobile device's app store.
- When browsing your app store, please look for the icon that says **Seesaw family** and looks like this image.
- Please click on a link provided by your child's Class Teacher.
- Select your child's name.
- When creating your account please use the email address that you have previously provided for contact purposes (this should be the email address on record). Once you have created an account and your account has been verified/confirmed by your child's class teacher, you will have access to your child's portfolio.
- If you have more than one child in EY3-G5, you still only require one account.



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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 950 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.

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Recent Years (2007-2019)

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 08:00-08:30 to 07:00-08:30.

In August 2021 Brandie Smith joined LIS as Head of School.

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Organisation of the Primary School

The Structure

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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

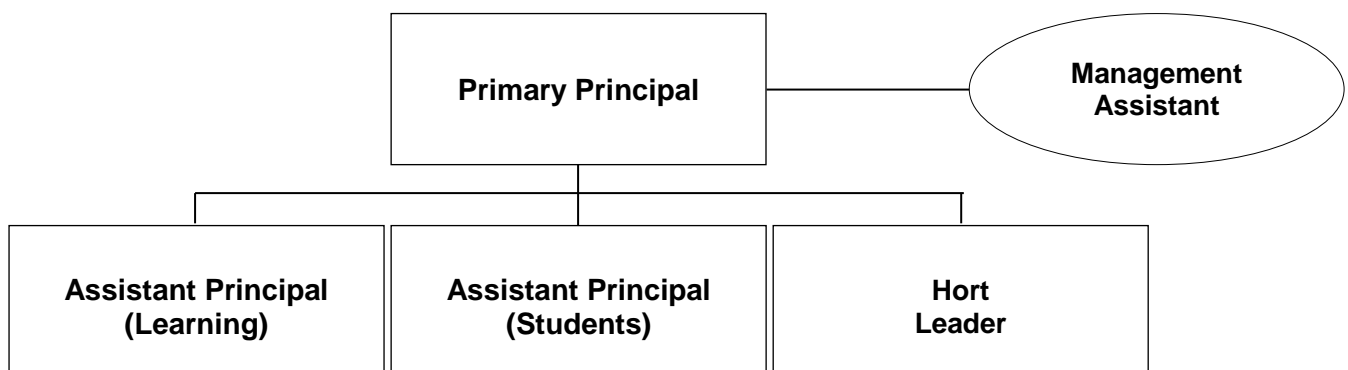
Primary School Management Team (PSMT)

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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 Primary Principal is not available, parents should primarily can consult with the Assistant Principals or Hort Leader.

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Daily Schedule***

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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 – 08.30 and in the afternoons from 15.00 – 17.00.

Time	Activities
07:00-08:27	Drop off in supervised Hort areas (Hang & Go)
08:27-08:30	Line up
08:30-09:00	Registration and learning starts (Morning meeting)
09:00-09:45	Period 1
09:45-10:30	Period 2
10:30-11:00	Snack followed by play break outdoors
11:00-11:45	Period 3
11:45-12:30	Period 4
12:30-13:30	Lunch followed by play break outdoors
13:30-14:15	Period 5
14:15-15:00	Period 6
15:00	Home
15:00-17:00	Hort (optional)

Although we have an open-door policy, please remember that from 08:27 staff are busy teaching and so are generally unavailable between 08:27-15:00. Thus should you wish to have a meeting or discussion with a staff member, please look to have such discussions outside of these teaching hours.

Finally, it is important to share the following related sections at this point:

- [Attendance and punctuality](#)
- [Hort](#)
- [Pick up, sign out & pick-up permissions](#)

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Teaching and Learning

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Teaching Allocations

Each morning starts off with 30 minutes of **Registration / Morning Meeting** (08:30-09:00) where the students may be involved in a variety of individual or group activities primarily designed to support the team-dynamics of the class.

For the remaining time in Primary, there are a total of 30 periods of planned learning per week (1 period = 45 minutes). Within these periods a variety of subject areas will be covered and these may differ in terms of time allocation given that each class has different strengths and needs:

With the **Class Teacher**, the students generally have:

- 6 periods of IPC (International Primary Curriculum)
- 6 periods of English
- 6 periods of Maths
- 1 period of Buddies (social connection time between grades i.e. G5+G2, G4+G1, G3+EY3)
- 1 period of PSHE (Personal, Social, Health and Economic education)

Information and Communication Technology (ICT) opportunities are integrated throughout these lessons

With **Specialists**, the students **will** have:

- 5 periods of German/GAL (German as an Additional Language)
- 1 period of Library
- 1 period of Music
- 2 periods of P.E (Physical Education)

As a whole Primary

- 1 period for the Primary School Assembly

Please note that all lessons are taught in English, except for German/GAL.

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Our Curriculum

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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 21st century world that they will ultimately go into.

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

- Science
- Arts
- Geography
- History
- Society
- Technology
- 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.



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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 **CPP** created by the University of Cambridge International Examinations. This is an established programme of study, specifically developed for international students, in **English and Mathematics**

English

The LIS English curriculum was based off the Cambridge Primary Program (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 that begins by introducing the English Alphabetic code through play and shared writing experiences in Leipzig International Kindergarten (LIK) and then it is implemented more formally up to Grade 2. Children are taught how to use the alphabetic code: 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.

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- **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, spelling and handwriting (see below). 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.

- **Handwriting:** The following is our approach in Primary. However, if a student arrives from another school with an already taught cursive style, they may continue to use this; we do not wish to unteach positive learnt styles.
 - Grade 1: Teach and consolidate correct letter formation; many students do not have this secure at this level.
 - Grade 2: Teach handwriting joins using the Debbie Hepplewhite program.
 - Grade 3: Consolidate cursive handwriting and encourage students to begin using it in term 1 and 2. In term 3 students are to start using it in all of their writing.
 - Grade 4: Review cursive handwriting and then continue to encourage its use in all writing.
 - Grade 5: Students are mastering and beginning to develop own style.
- **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).

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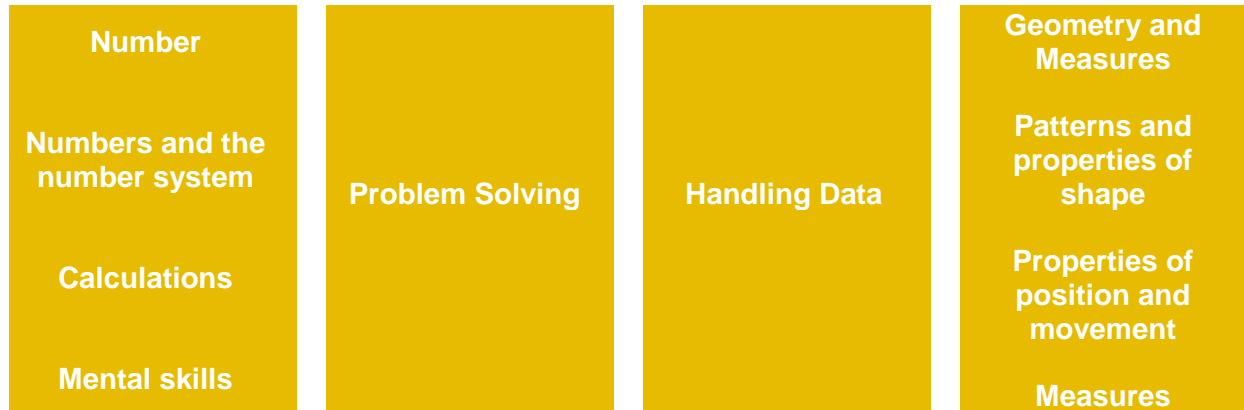
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Mathematics

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 each year group within the Primary School. At LIS, the CPP Mathematics Curriculum stages begins in Grade 1. The Mathematics Curriculum Framework is divided into four strands:



A useful website to share for anyone who has concerns about their own level of mathematics AND how not to pass this on to your own child(ren) can be found here:

<https://www.bbc.com/worklife/article/20200506-how-to-tackle-your-anxiety-about-maths>

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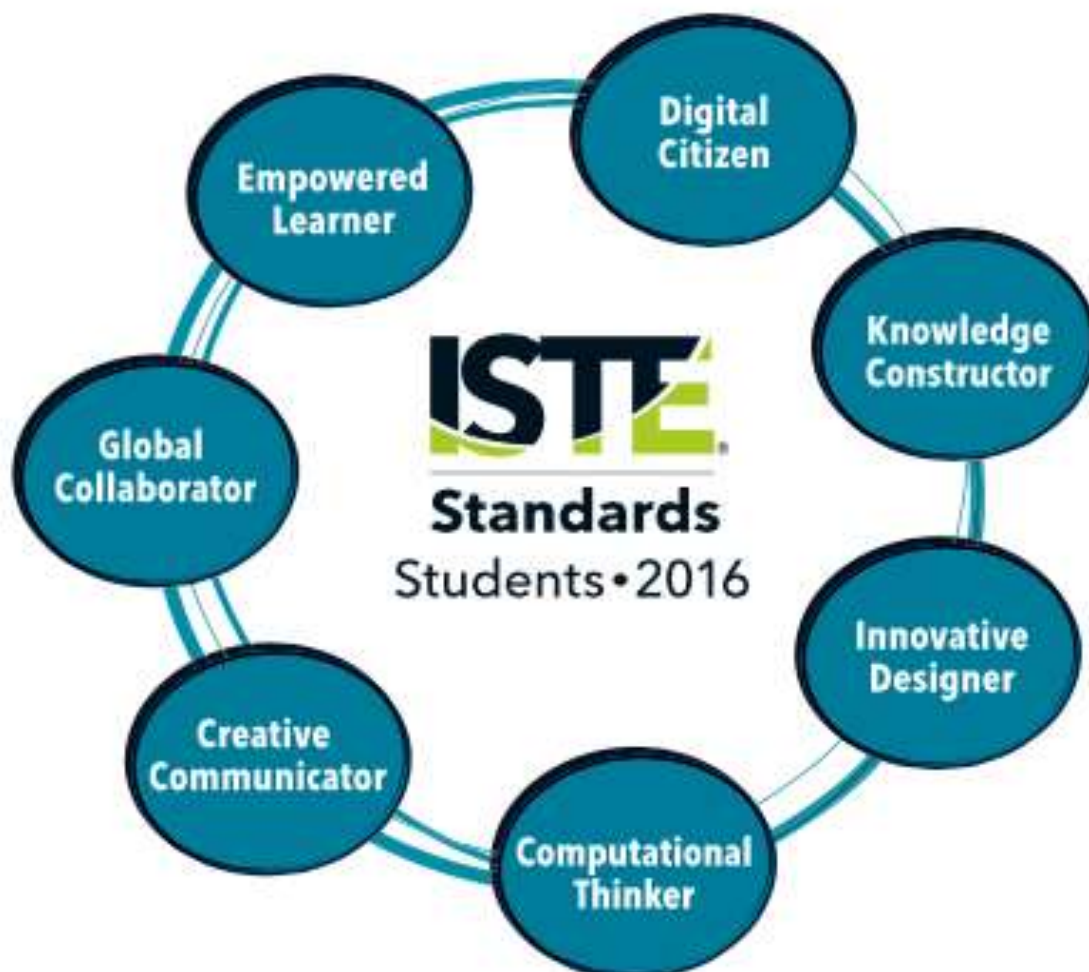
Information and Communication Technology (ICT)

All class teachers have a notebook that 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, as well as 2 sets of mobile notebooks to be shared throughout the Primary. 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. Class teachers build opportunities to incorporate ICT into their lessons through various means.

The mobile devices 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 that 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.



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Specialist Subjects

There are specialist teachers for **German (including German as an Additional Language), Library, Music, and Physical Education (P.E).**

German including German as an Additional Language (GAL)

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.

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 do not read them altogether at the same time, a procedure that is usually boring for fast readers and frustrating for slower ones.

Library

The library is located in room 112 and students have a scheduled weekly period in the library. These library lessons include a focus on developing library skills such as:

- Learning library organization and general book location
- Learning how to use the library catalogue to ensure they can search for resources and information independently
- Learning how to access and use Britannica Schools (an online encyclopaedia)
- Being exposed to different genres and literature
- Gaining knowledge of title, author, publisher, copyright, table of contents, index and glossary

The children have time during the library lesson to browse, read and borrow books. As well as the scheduled lesson, the library is accessible for primary children before and after school and during morning break.

Parents also are welcomed and encouraged to take advantage of the ample resources and check out materials for their personal and family use.

The school's library catalogue is available online at <https://catalogue.lis.school/library/home/news>

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Music

Music in LIS Primary engages children in active music making, composition and creativity. The children experience and enjoy music through singing, movement, and performing with classroom instruments. They learn different forms of music notation, and by analysing work of famous composers and through their own compositions, the children explore the musical elements.

Weekly assemblies are something special that feature individual, small group and whole class performances. There are also choirs, and a drama club that children are welcome to join. Highlights of the year include our annual Christmas Concert, which features all choir children and our Drama Club Musical, which is in the spring.

Physical Education (P.E)

At LIS, the primary students follow a Physical Education curriculum based on the English National Curriculum. It has been adapted to suit the needs of the children and is organised into two key stages. Each stage contains specific teaching targets for each year group and is divided into eight units:

• Athletic Activities	• Dance	• Games	• Gymnastics
• Invasion Games	• Net Wall Games	• Outdoor & Adventurous activities	
• Strike & Field Activities			

Each grade level will have one double lesson per week and the grade 2 students will have the opportunity to take part in swimming and water safety activities.

In Grade 1, the students will develop fundamental movement skills, becoming increasingly competent. They will gain confidence within a broad range of activities, extending their agility, balance and coordination, individually and with others. They will engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Students will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Within the Grade 2 Swimming activities & water safety, the students will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations

In Grades 2-5 the students will continue to apply and develop a broader range of skills. Learning how to use them in different ways and to link them to make actions and sequences of movement. They will develop ways of communicating, collaborating and competing with each other effectively. Developing an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Students will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics)
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones, demonstrating improvement to achieve their personal best

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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**

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.

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Reporting on Student Progress

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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 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:

Not applicable	This item has not been assessed this term.
Not meeting	Not meeting grade level objectives, working below grade level.
Working towards	Working towards meeting grade level objectives.
Meeting*	Meeting grade level objectives, working at grade level.
Meeting and extending	Meeting and extending beyond grade level objectives.
Extending	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 Conferences (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 that 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.

This information is repeated in the [Communication***](#) section.

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Home learning

We recognise that the more traditional term **homework** is more familiar with parents and children rather than home learning. The purpose behind referring to this document as a Home Learning (Homework) Policy is the term 'work' can imply that the students are busy rather but not necessarily learning. Meanwhile 'learning' emphasises that anything that children are asked to do at home should be focussed on learning.

Home learning is for home

As a school we should not make a student complete home learning during the school day unless they are attending Home Learning Club ([click here](#) for details) of their own/their parent's volition. This is because break time is a valuable part of the day for a whole host of reasons, whilst lessons are a series of structured learning activities.

Primary School days are often very long days

The school day is often long for our students, particularly those in Grade 1. Students could arrive at school at 07:00 for morning Hort and then not leave for another 10 hours, at 17:00. Their day may ultimately consist of: breakfast, travel, school, travel, external clubs/activities, travel, dinner and bedtime preparation. Thus, to have an expectation that a young child must complete their home learning on such a day is unrealistic. Therefore, for home learning to be successful, there must be clear communication between Parents and Teachers regarding lifestyles and expectations.

Please note that home learning will never be set during a holiday – the students need to rest. Meanwhile, at the start of the academic year, given that the students are still (re)adjusting to school life, our approach to home learning is as follows:

- During week 1 we encourage daily reading
- During weeks 2-3 reading continues and other limited items may be set
- From week 4 home learning will be set as normal

Should you wish to learn more about our approach to home learning, we have a policy that can be made available to you – please contact your child's teacher for details.

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A to Z of General Information

Acronyms and terminology

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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
3sys	Our school information management system
A.S.A	After School Activity offered by external providers (require a fee)
C.A.S	Community Action Service
C.C.A	Extracurricular activities that take place in the school during LIS Hort
C.I.S	Council of International Schools
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	Educator In Class (Hort member)
E.S.L	English as a Second Language (our preferred acronym is E.A.L)
G1, G2 etc.	Grade 1, Grade 2 etc.
G.A.L	German as an Additional Language
G.T.A	Ganztagsangebote, offered by internal LIS staff and external providers, which are free of charge for the students
I.C.T	Information and Communication Technology
I.P.C	International Primary Curriculum
I.T	Information Technology
IWB	Interactive Whiteboard
INSET	In-Service Training
L.I.K	Leipzig International School Kindergarten (located on Karl-Heine Straße)
L.I.S.W.C	Leipzig International School Works Council
L.S	Learning Support
MP1, MP2, MP3	Milepost 1, Milepost 2, Milepost 3 – relating to IPC
N.E.A.S.C	New England Association of School and Colleges
N.Q.T	Newly Qualified Teacher
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
Period	40 minutes of teaching time (a.k.a session or lesson)
P.G.C.E	Post Graduate Certificate in Education
Phonics	Sounds represented by letters or groups of letters
P.S	Primary School
P.S.H.E	Personal, Social, Health and Economic education
P.S.L.T	Primary School Leadership Team i.e. PSMT plus staff who are involved in the coordination of Primary subjects or departments
P.S.M.T	Primary School Management Team i.e. Primary Principal, Primary Assistant Principals, Hort Leader and Primary Management Assistant
P.T.C.C	Parent-Teacher-Child Conference
Q.T.S	Qualified Teacher Status
S.S.S	Student Support Services
W.S	Whole School

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Alarms

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There are two main types of alarm in LIS:

- Fire alarm – which generally means exit the building
- Lock down alarm – 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 silently there until they hear an all clear message.

Fire alarm

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.

- Students must remain silent and so modelling by adults is appreciated.
- 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, Class Teachers will meet (if not already with them) their class and line them up in alphabetical order and waits for the school office staff to hand out attendance lists. (If the drill occurs during Hort time, students will be handed over to the Hort educator responsible for the class at the site with teachers standing by the side, ready to assist if needed). All other members of staff are to stand together by the side and wait for other office staff to check their presence.

Everyone (parents, students, staff) will stay in the area until the Head of School has announced either a return to the building or an evacuation. Talking to others on the path is distracting from possible announcements and is therefore, to be avoided. If you see others talking, please do not add to the noise by telling them to stop but use gestures.

Lock down alarm

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.

Animals

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

Assemblies

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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.

School song

We do have a school song that we like to sing at special events:

We are LIS, standing all together
Learning from each other, growing strong in unity.
We will strive to change tomorrow
Setting an example, working for a better world

Birthday song

We also celebrate birthdays in our assemblies with the following tune (sounds much better than it reads):

Happy happy, birthday, birthday, birthday
Happy happy, birthday, birthday, birthday
Have a little party, have a little fun
Wow, wow, wow, you're the birthday one
Happy birthday, birthday, birthday...
HAPPY BIRTHDAY!

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Attendance and punctuality***

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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 [Hort](#) and [Pick up, sign out & pick-up permissions](#) section for related information.

Reception Desk: Steffi Arnas

Email: info@lis.school

Phone: 0341 393 77 500

Late arrival

Students who arrive after 08:30 will be considered 'late'. Students arriving after 08:40 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 and the exact time they will be collected. Parents must report to the Reception Desk and then proceed to the classroom to pick up their child.

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.

Please also refer to the [Catching up missed learning due to illness and personal absences](#) for more information. Furthermore, 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.

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Late pick up

The deadline for parents/guardians picking up their child from Hort is 17:00. Inevitably, there are times that parents are delayed beyond their control. We are empathetic towards such situations. Sadly though, all late collections have far reaching impact within Primary. Therefore, within a single academic year:

- On the first occasion of a late pick up, the parent/guardian will be issued with a polite reminder that the pick-up time is 17:00.
- For each other occasion of a late pick up, the parent/guardian will be charged a €50 fee as well as given a polite reminder.

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 (as well as fines) can be avoided.

In case of any delay, please call the Sign-Out-Desk 0341-39377811 or the Hort Office 0341-39377872.

Catching up missed learning due to illness and personal absences

Sometimes your child will be absent from school and so parents often ask about 'catching up' missed learning. The approach to this varies depending upon the type and length of absence.

An important point of information to share at this point is that the majority of in-school learning is what we refer to as 'new' learning: when we learn something we didn't know before and as such, can often be insecure, fuzzy and unstable. Thus, our highly qualified teachers support the students through this learning process, using their wealth of knowledge, experience and resources.

Meanwhile, the majority of at-home learning (homework) is what we refer to as 'consolidated' learning: when the new learning becomes more secure, and eventually automatic and established. Tasks and activities are usually based upon learning already done in school.

As a **general** guide...

Medical absences of 1-5 continuous school days

Please allow your child to recover and not to worry about schoolwork. Upon their return to school, the teachers will support your child in 'catching up' missed learning. No extra work home learning (homework) will be set as this is seen as a punishing your child for being ill.

Medical absences of 6+ continuous school days

Please allow your child to recover and not worry about schoolwork. We really want them to recover fully. If you **really** feel the need to do some learning at home, please:

- Reflect on previous topics ('consolidate' previous learning)
- Read with your child
- Contact your child's Class Teacher to see how we can help

With all absences of this nature, upon their return to school, the teachers will support your child in 'catching up' missed learning. No extra work home learning (homework) will be set as could be seen as a punishing your child for being ill (which will have been beyond their control).

Personal absences of 1-5 continuous school days

Please reflect on previous topics ('consolidate' previous learning) and read with your child. When your child returns to school, the teachers will support them in 'catching up' missed learning. No extra work home learning (homework) will be set as this could be seen as punishing your child for being absent (which will have been beyond their control). Please also refer to the [Missing school days](#) section regarding seeking permission.

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Personal absences of 6+ continuous school days

Please:

- Reflect on previous topics ('consolidate' previous learning)
- Read with your child
- Contact your child's Class Teacher to find out the topics covered in class though please note that specific work cannot be provided nor any work be marked if brought to school due to the aforementioned 'new' and 'consolidated' learning information.

When your child returns to school, the teachers will support them in 'catching up' missed learning. No extra work home learning (homework) will be set as this could be seen as punishing your child for being absent (which will have been beyond their control). Please also refer to the [Missing school days](#) section regarding seeking permission.

Awards

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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/>

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Behaviour Policy (summary)***

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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 supports students and colleagues as we seek to meet LIS core objectives:

1. Create a safe and stimulating learning environment in which our students can discover and develop their intellectual, physical, social and creative potential
2. Become happy, well-balanced, ethical individuals who work effectively and willingly with others
3. Establish and maintain core rights and responsibilities for all members of our school community

These objectives are based on our school's core values:

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

In addition, our policy:

1. **Is aimed at promoting positive behaviour – we want to prevent the need for consequences.**
2. Creates a framework whereby the whole school community supports and gives students credit for positive behaviour.
3. Recognises that every student and every incident is contextual. The professionals dealing with a behaviour situation are asked to use their professional judgement to adjust the typical techniques used to manage the behaviour (if they feel this is necessary) within the boundaries of this policy.
4. Recognises that ethical / moral 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.
5. Acknowledges that because everyone makes mistakes, students ought to have the opportunity to learn from their mistakes, rather than be punished.
6. Recognises that sometimes consequences (not punishment) are required to help a student learn from their mistakes.
7. Understands that some students may have particular behavioural difficulties (challenges) that could require an individual plan at some stage of their development.
8. Advances the belief that parents have an important role to play in supporting their children, reflecting with them on lessons learned, and helping them come up with solutions as to how to move forward in a positive way.

Perhaps most importantly, whenever a student makes a poor behavioural choice, please also remember those who have been affected (which may include colleagues). If you are involved in dealing with a situation, please (as we always do), ensure that those who have been affected are aware that you are here for them too; that your time is not solely spent on the student making a poor behaviour choice but that your time is also for them.

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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

The Standard (student responsibilities)	Examples of behavior
We are here to learn	We keep each other safe We keep hands and feet to ourselves We walk calmly and watch where we are going We have high expectations of ourselves We are active learners We do our best to stay focused We learn from our mistakes
We work and play together	We share ("sharing is caring") We work effectively with each other We use English as our shared language We listen to each other without interrupting We work to understand both sides We thank others for what they do for us We let others make mistakes
We are fair and honest	We give everybody a fair chance We play by the rules We do something to stop bullying We acknowledge the work of others We own up to our mistakes
We are respectful	We treat others as we would like to be treated We clean up after ourselves We look after property We exercise self-control We respect the privacy of others We communicate in a calm and polite manner We eat and drink at appropriate times and places We make up for our mistakes

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.

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Behaviour intervention

Students are encouraged to behave in a positive way but at times they need to be guided to see the right behaviour. Staff 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, staff 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.

Frequently asked parental question – ‘visible punishment’

Sometimes parents ask whether a situation is being dealt with because their child does not see anything happening. In such cases, it is important to assure those concerned that often consequences are done in private as none of us, students included, find publicly airing our poor choices to be an effective restorative approach; this would simply be a form of shaming.

One recommendation to colleagues is that if there are any children affected by another student’s poor behaviour choices, check that they are OK, reassure them that you are dealing with the matter and state that although they might not see the consequences in action, that the matter is being resolved. Overall, this policy is a guide – what works for one child might not work with the next. Professional judgement is required.

Negative impact of shame

Here are some great resources to help explain the science behind this, and more:

- Shame verses Guilt: <https://www.youtube.com/watch?v=DqGFrdl-IQg>
- Listening to shame: <https://www.youtube.com/watch?v=psN1DORYYV0>
- Dare to lead: <https://brenebrown.com/daringclassrooms/>
- Comparing Behavioural Assessment Systems: <https://web.calstatela.edu/faculty/jshindl/cm/Chapter19behavioralSystems-final.htm>
- Feelings Charts Instead of Behaviour Charts: <http://ethicalschoools.org/2019/03/feelingscharts/>
- Shame Solutions: How Shame Impacts School-Aged Children and What Teachers Can Do to Help – http://trifft.org/wp-content/uploads/2015/01/Shame_Solutions_Monroe.pdf
- 3 Reasons Why Behaviour Charts are Not Effective: <https://blog.esc13.net/3-reasons-why-behavior-charts-are-not-effective/>

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 effect).
- 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.

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Bicycles, scooters, skates, skateboards

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We have bicycle racks just behind the main building that are accessible for all. Please avoid chaining your 'mode of transport' to the railings at the side of the car park as these are people's homes/offices.

Bildungsempfehlung

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What is a Bildungsempfehlung?

The Bildungsempfehlung is a statement of recommendation for further education within the German educational system. In Germany, primary school (Grundschule) ends at Grade 4; children then go to secondary school. There are different levels of schooling, the highest and most prestigious being Gymnasium which the brightest students attend (here they automatically study for exams taken at 18, in Germany, the Abitur). At other Oberschulen children study until they are 16 and obtain the Mittlere Reife (equivalent to our IGSCes). Every child in the German system receives a Bildungsempfehlung normally in February of Grade 4. The recommendation consists of grades (Noten) according to the German grading system.

How the process works in Primary

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 February with exact date determined by the Saxony authorities.

At LIS our courses **are not designed** to specifically prepare children to enter the German education system and a small proportion of children leave after Grade 4. That being said, should you wish to move your child into the German educational system, experience shows that students are often more-than-prepared for such an eventuality.

There will be an information meeting for parents who are interested in finding out more about a Bildungsempfehlung, usually entitled 'Choices After Grade 4 Information Evening'. After this, parents who wish to receive a Bildungsempfehlung should notify the school via the class teacher as stated in the presentation's deadlines. Parents that request a Bildungsempfehlung will be invited to a meeting in the first term with their child's teachers to discuss expected outcomes. There will be another shortly before the issuing of the Bildungsempfehlung.

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Birthdays

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In the Primary Section, we love to celebrate birthdays and when a student has recently had a birthday, we are sure to sing them our birthday song to them in assembly. 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.

Birthday song

In our weekly assemblies, we will normally sing the birthday song to all the children who have a birthday on that day or have had a birthday since the last singing of the birthday song. For those unfamiliar with German tradition, birthdays are never celebrated before they happen. The lyrics for the birthday song are as follows:

Happy happy, birthday, birthday, birthday
Happy happy, birthday, birthday, birthday
Have a little party, have a little fun
Wow, wow, wow, you're the birthday one
Happy birthday, birthday, birthday...
HAPPY BIRTHDAY!

Breakfast***

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After a good night's sleep, 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.
- 11year olds who skip breakfast have the reaction time and mental agility of a 70year 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.

For related information, please refer to the [Sleep***](#) section.

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Calendar

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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.

The school programme runs on a 3-term basis in a year calendar with each term differing in length:

- Term 1 starts at the beginning of the school year (usually August) and continues until the Christmas break (December) – this is the longest term.
- Term 2 starts after the Christmas break (January) until the Easter break (usually April).
- Term 3 starts after the Easter break (April) until the end of the academic year (usually late June)

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.

Charity events

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Throughout the school year, several events are conducted in order to raise money for the school's associated charities, or student-own selected charities. A lot of the ideas come from the student council, with guidance from the various staff members. Many of these events are held as a Whole Primary School.

To **initiate** any student-led charity events, **at least four weeks prior to the event:**

- The students must meet with the Primary School Principal (such students often like booking an appointment via the Management Assistant).
- The Principal hears their idea, discusses possible idea/options/suggestions (history suggests that we can sometimes have too many cupcake events). They also:
 - Explain that the focus should be on what the student can make/do rather what they can personally buy and sell on i.e. a cupcake stall that sells cakes bought from a supermarket is not suitable.
 - Show the 'PS Charity Event Request Form' (see images below) and explains that the staff helper does not have to be their Class Teacher(s)
- The student(s) then fill in a, ensuring they have all the relevant signatures. If possible, a sample of what the students are going to sell should accompany the request form.
- Completed form must be submitted to Primary Principal at least 2 weeks before the event for approval.
- Once approved, a copy of form should be kept in the Charity Folder located in Principal's office and the Principal will issue the students with a 'PS Charity Event Approval Letter'.



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Chewing gum

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The Primary School is a 'chewing gum free zone' for both staff and students.

Class mixing

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It is our policy towards the end of each school year to re-shuffle our respective grades and organise the students into new classes for the following school year. Our aim is to arrange classes that are balanced (especially in terms of students per class which without mixing, can vary considerably give the inevitable leavers each year) and reflect our mission, especially in helping our children to feel secure and happy.

As part of the process and normally with help from the Class Teachers, each student lists 3-5 friends from any class within the grade. This is so that we can ensure that every student has at least one listed friend in their new class. For our current EY3-G4 students, given that in Primary:

- There are only three classes per grade
- The students tend to know the majority of children within their grade
- The students have 90 minutes of shared playtime each day

... there should be lots of daily opportunities for your child to see their friends from any class.

At the end of term 2 or near the beginning of term 3, the Primary Principal will ask you to discuss with your child who their 3-5 friends are, put these names in an email and send it to your child's Class Teacher. Wherever possible please provide each friend's first name, last name and class. If only 1 or 2 names are provided we cannot guarantee that your child will be with them due to the dynamics involved in this process.

Please also be aware that what the students list as friends, might not necessarily match what the teachers would see as a best fit. Ultimately, this is a lengthy process that we do not take lightly; the classes will be put together with the all of the children's best interests AND please be assured that each child will have at least one listed friend in their new class.

Finally, please note that we are unable to accept individual requests from parents about who their child's teacher will be. All families will find out their child's class, teacher and classmates near the end of the summer holiday.

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Clothing and lost property***

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Dress code

There is no official dress code at school. However, when inside the buildings, students should remove all headwear unless it is worn for religious purposes.

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.

Labelling children's 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.

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.

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Co-Curricular Activities (CCAs)

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Co-Curricular Activities (CCA) are extracurricular activities that take place in the school during the opening hours of LIS Hort (15:00 – 17:00). CCA are considered to be school activities, i.e. all legal requirements including the duty of supervision and the statutory accident insurance apply. CCA are administered by LIS Hort.

The participation in CCA is voluntary and open to all students of LIS Primary School. Hort's Co-Curricular Activity programme is a mix of:

- GTA (Ganztagsangebote), offered by internal LIS staff and external providers, which are free of charge for the students
- ASA (After School Activities) offered by external providers, which require a fee set by the provider.

The fees paid by parents are subject of German tax regulations. The responsibility lies with the external ASA provider.

CCA are offered per term throughout the school year. While some CCA are starting new each term, others might last for the whole school year. CCA can start new each term as well as continue for the whole school year.

There are no CCA during school holidays, when the school is closed and during Parent-Teacher-Child-Conferences at LIS Primary School. For details see the LIS school calendar published on the LIS home page: https://www.lis.school/no_cache/en/calendar-media/spalte-2/calendar.html

Information about the CCAs provided are regularly released by LIS Hort.

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Communication***

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There are numerous ways in which to communicate with your child's teacher, be informed about your child's learning as well as the school communicating with you.

Communicating in person (vital!)

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 Antje Lorbeer (antje.lorbeer@lis.school), the Primary School Management Assistant.

Emails

You may use email to contact your child's teacher or educator about general issues. However, please be aware that staff are very busy throughout the school day (for Class Teachers, between 08:30-15:00 is especially busy), so we endeavour to respond to any parental emails within 48 hours of a working day.

For related information, please refer to the [Pick-up permissions](#) section.

Parent Portal (vital!)

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 such as Holiday Hort.

Each week, letters are sent to the Parent Portal giving details about what has happened in your child class, home learning 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.

Whenever something is uploaded, you will receive an email (as long as we have your most recent email address). The Parent Portal must not be used for sending general messages/inquiries to teachers or other staff.

A frequently asked question from parents is, "What are the important documents to read that are uploaded to the Parent Portal?" The answer is **all**... anything that is uploaded is important and when something is uploaded, you will receive an email informing you as such.

Weekly Grade Letters

Information about the learning and events that are happening in the grade and home learning (homework). These are made available via the Parent Portal.

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LIS Ticker

The articles will update you on Primary and Whole School issues and dates of upcoming events.

HEDKY

LIS will be introducing a new application that will make it easier for parents to register for After School Activities (ASAs). The start-up, HEDKY, and LIS have worked closely together in the development of a new application that will make the communication between parents, external providers and LIS more user friendly via your smart phone or tablet in the near future. After creating an account, you will be able to manage different activities from your mobile device, making paper forms and e-mails obsolete. The use of the new application will be free of charge for the LIS community, as the school will cover the costs. For more information, please contact the Hort Leader.

Seesaw

Throughout the school year there is a lot to discover about the students within our school community: what they are learning; what they are enjoying; how they are excelling; and the things they find difficult to comprehend. This is important information that is great to know but not always easy to provide. We want to be able to share the students' development with you to keep you informed of what is happening when your child is at school and to exhibit the students' individual learning journeys. Seesaw is an online portfolio that can provide an ongoing blog of tasks, activities and the achievements of your child. For more information, please refer to the [Seesaw \(Digital Portfolio for Students and Families\)***](#) section.

Class List (vital!)

The Parent Association (PA) introduced this method of communication in 2019-2020. School staff do not use it to communicate but as a school, we support the PA in using this app to strengthen the parental community spirit. For more information, please go to the PA section on our website: <https://www.lis.school/about-lis/parent-community/parent-association.html>

Parent Information Event

Early in the school year (traditionally around week 3) parents are invited to attend our (Parent) Information Event where you will meet the Classroom Teacher as well as members of the Grade Team.

The event is intended for parents to learn more about the curriculum that their child will explore during the school year and trips or projects that affect directly or indirectly the learning process. The event is also an opportunity for parents to ask questions and find out about the year ahead.

In terms of procedures and administrative information, you will not see a huge amount of this during the event as we encourage parents to source this information from this handbook.

As this information event is about class/grade level information rather than specific children, should you wish to ask questions specifically relating to your child, please arrange a convenient date/time with your child's teacher(s). Please also note that later on in the term we hold our the first of our [Parent-Teacher-Child Conferences \(PTCCs\)](#) as well as issue our first [report](#).

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Parent-Teacher-Child Conferences (PTCCs)

Parent-Teacher-Child Conferences (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 that 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.

This information is repeated in our [Parent-Teacher-Child Conferences \(PTCCs\)](#) section found within the [Reporting on Student Progress](#) section.

School Reports

Formal written reports are sent home three times a year, usually in/around 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.

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 done via the Parent Portal.

For related information, please refer to the [Pick up, sign out & pick-up permissions***](#) section.

Community Action Service (CAS) Students

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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.

Community events

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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.

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Counsellor

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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 Primary 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

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

Drop off (Hang & Go) ***

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We have a procedure known as ‘**Hang & Go**’.

When the main building is open (08:00 for Primary, 07:50 for Secondary), 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 – no waiting around the corridors please. The students will have time to change shoes or sort through belongings later. The reason behind this approach is that teachers are able to better prepare for the day of learning.

Parents who would like to speak with teachers, please drop your child off in Hort and enjoy afterwards a quick chat with the teacher, remembering that from 08:27 they are busy teaching and so are generally unavailable between 08:27-15:00.

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. 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.

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 enough to give you sufficient time to find a parking space.

For related information, please refer to the [Hort***](#) and [Opening hours***](#) sections.

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EAL programme

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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. 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.

Einschulung

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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 Saturday 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. Families are asked to provide their child with the traditional "Zuckertüte" or "Schultüte" (an ornamented cone filled with school items and sweets) in preparation for the ceremony.

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Entrance papers & references for students going to other schools

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Eventually, many of our families move away from LIS and hence, need to enrol their children in another school. In such circumstances, should their new school require entrance papers to be sat and/or references to be made...

- Please contact the Primary Principal to check that they are available to help (if sending an email, please copy in the Class Teacher too).
- Please use the Primary Principal's contact details as the point-person for any documentation/communication required for the new school i.e.

Tim Belfield
Primary Principal
Leipzig International School gGmbH
Könneritzstraße 47 | 04229 Leipzig | Germany

Tel.: +49-341-39377-680
Fax: +49-341-39377-900-500
Tim.Belfield@lis.school
www.lis.school

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Field trips

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Field trips are 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.

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Fire alarm procedure

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Please refer to the [Alarms](#) section for more details.

First day of school (preparation advice)***

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Please look at all of those sections that are labelled with *** as these are often considered the most important for when school starts.

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 \(Fire, Air, Earth or Water\)?](#)
Each student is assigned a house within their first few days in school; siblings are in the same house.
- [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.

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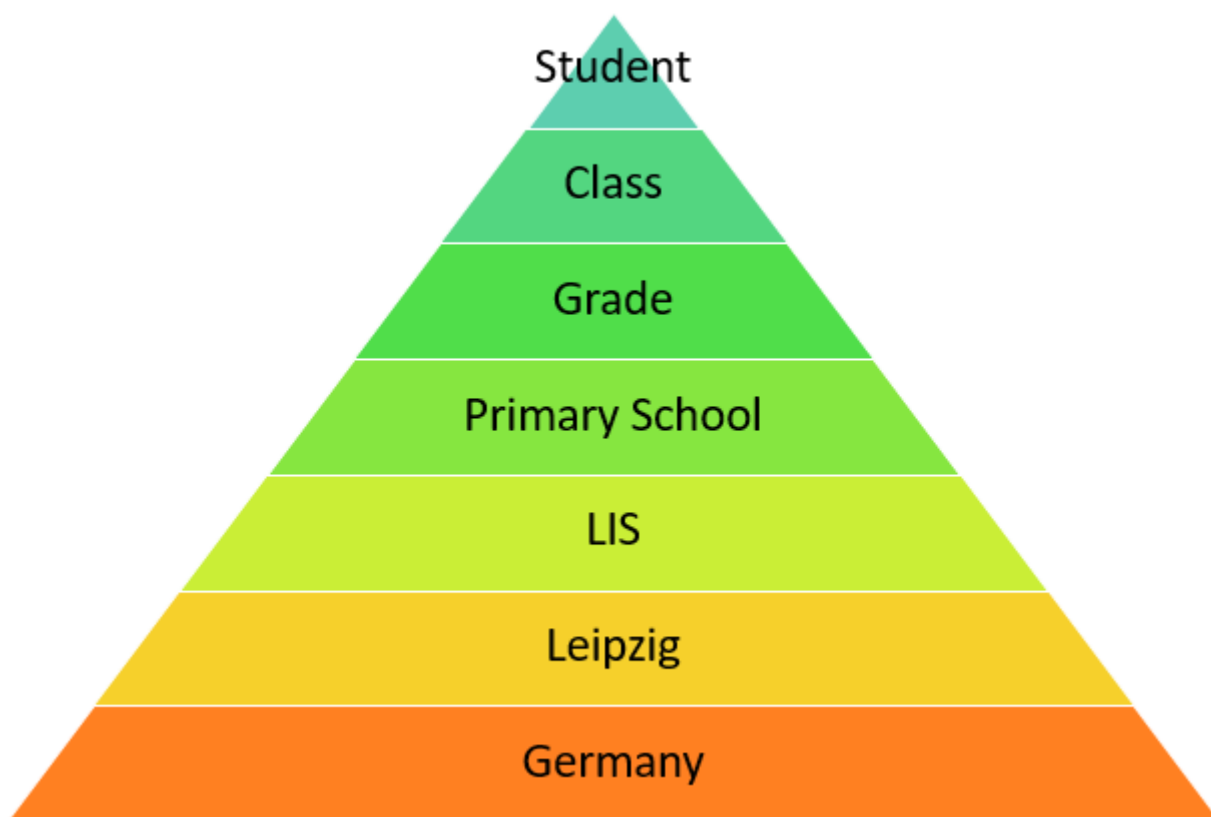


First three weeks of school***

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The first few weeks of school are often tiring for even the most energetic of students. Whether your child has been at LIS for some time or is completely new, they will be experiencing plenty of new learning and thrills every day, as well as consolidating previously learnt skills, knowledge and understanding.

In these first few weeks of school, we also understand the importance of building relationships with the students, your children, in order to help them fully settle into school life. As such, we will be spending time getting to know your child (their motivations, interests etc.), establishing school/grade/classroom routines and expectations and ultimately scaffolding a strong foundation of learning for your child to build upon for the remainder of the academic year. Therefore, we take sufficient time to look at the following core elements of being a member of this community.



Regarding home learning (homework), please refer to the [Home learning](#) section found within the [Reporting on Student Progress](#) located near the beginning of this document.

Footwear

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As indicated on the student supplies list (please refer to the '[Student supplies***](#)' section), all students must bring with them a pair of indoor shoes, also known as house shoes. These should have rubber soles and not be slippers. The reason for this is to avoid bringing dirt/soil/sand etcetera from outside into the classrooms.

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German as an Additional Language (GAL)

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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

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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 may 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.

Home language

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Please refer to the [Mother tongue](#) section for more details.

Home learning (homework)

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Please refer to the [Home learning](#) section found within the [Reporting on Student Progress](#) located near the beginning of this document.

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Hort***

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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)

For related information, please also refer to the [Attendance and punctuality](#), [Drop off \(Hang & Go\) ***](#) and [Pick up, sign out & pick-up permissions](#) sections.

Morning Hort

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 08:30 each day**.

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.

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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 **MUST** be signed out of Hort at the sign out desk when they leave at the end of the day.

Sign out desk

If you would like to sign out your child from Hort the sign-out-desk will only be open from 15:00 onwards.

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.

Holiday Hort services carry a separate fee.

EY3 children transferring from the LIK into Primary School may attend Summer Holiday Hort at the Könnertstraße 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. Additionally, each summer Hort closes for two weeks completely. The closing times are marked on the school calendar.

Hort Educators In Class (EICs)

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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 shoes

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Please refer to the 'Footwear' section.

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House system (student leadership)

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General information

This is part of our Student Leadership programme (see [Specialty Areas \(Student Leadership\)](#) section for the full list).

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 (and nearly every staff member) is allocated to one of four houses. House activities and assemblies promote leadership 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
- Sometimes, working together can bring about a greater good
- Success, when achieved in collaboration with others is equally as sweet as that achieved alone
- 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:



For those of you would enjoy a game of Rock-Paper-Scissors (Schere-Stein-Papier), but in a Fire-Air-Earth-Water way:

Fire burns up Air
Air blows away Earth
Earth soaks up Water
Water douses Fire

As for the actions



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House chants

<p style="text-align: center;"><u>Fire House Chant</u> Fire, Fire, we are Fire We are strong we never tire Winning that trophy is our desire We go higher because we are Fire We stand tall We never fall Gooooo Fire!</p>	<p style="text-align: center;"><u>Air House Chant</u> Go Air, go Air We are stronger, we are fair To-gether as a team Our spirit leads us to our dream Keep on going, never stop Air is always at the top Gooooo Air!</p>
<p style="text-align: center;"><u>Earth House Chant</u> We are the greatest We are the toughest We give all of our worth! We are the loudest We are the proudest Our spirit is the strongest on Earth! Gooooo Earth!</p>	<p style="text-align: center;"><u>Water House Chant</u> Water, Water, make a wave We are strong and we are brave As a team, we will rise As we reach, for the prize. Keep on cheering very loud Make this house, very proud Gooooo Water!</p>

Student leadership (House Team)

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. The House Team usually meets each week with the Primary Principal to discuss matters relevant to team building and Primary School spirit. They are also involved, wherever possible, in our weekly [assemblies](#).

Main responsibilities

Do any responsibilities given by the Primary Principal 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

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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

For related information, please refer to the [House System \(student leadership\)](#), [Library Assistants \(student leadership\)](#), [Peer Mediators \(student leadership\)](#), [Playground Buddies \(student leadership\)](#) and [Student Council \(student leadership\)](#) sections.

Indoor shoes

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Please refer to the 'Footwear' section.

Learning Support

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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 normally 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.

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Leaving Primary School forever

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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, the Primary School Principal AND the Director of Admissions as soon as possible so that any necessary paperwork can be completed.

If there needs to be any [entrance papers AND/OR references](#) to be completed for a new school, please ask the new school to contact the Primary School Principal (not the Class Teacher).

Depending upon the time of year, we may be able to provide a school report (likely if we have already started the report writing process outlined in the [Reports](#) section). If this is not possible, upon request we can provide a recommendation letter – please email the Primary Principal and cc your child's Class Teacher.

Transition

Transition is defined as "the emotional experience one undergoes when travelling from a level of comfort or understanding into a period of unknown." This period of unknown may be as a result of everyday life and growth, a life style change, a job-change or a move to a new home. During these periods of significant change, individuals can experience considerable levels of stress.

There are a number of things that people can do to prepare for and cope more effectively with the transition process:

- Recognise that you are experiencing a stressful period when many physical, emotional and psychological adjustments will need to be made.
- Accept and acknowledge that you may need time to adjust and settle into your new life.

For those families who are interested, we have also made a transition guide that might be useful – please just email a member of staff for a copy.

Library Assistants (student leadership)

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This is part of our Student Leadership programme (see [Specialty Areas \(Student Leadership\)](#) section for the full list).

The library is a place of community at LIS with students of all ages involved in creating a space that is accessible for all. With this in mind, every year Grade 5 students are invited to apply for the position of Library Assistant where they take a position of responsibility and contribute to the development of the library.

There are ten available positions and the library assistants work in pairs once a week during a morning break. Initially, they have training in different areas of the library including organisation, shelving, using the circulation desk and scanning in returned books. They also help with enquiries from other library users as well as being involved in project displays, decorating the library and being of integral part of Book Week.

For related information, please refer to the [House System \(student leadership\)](#), [Library Assistants \(student leadership\)](#), [Peer Mediators \(student leadership\)](#), [Playground Buddies \(student leadership\)](#) and [Student Council \(student leadership\)](#) sections.

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Lock down procedures

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Please refer to the [Alarms](#) section for more details.

Medical***

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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.)

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. 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).

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Please understand that it is not always 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.

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. 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 **School 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 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 2 years (Educators) or 4 years (Teachers) in line with the local authority recommendations. Each year LIS provides 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 make sure that your emergency contact details are up to date, all the time. Immediately inform the school about any changes via the Parent Portal or the Primary School Office – see the [Parent Portal \(vital!\)](#) section for more details.

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.

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School Nurse

The School Nurse is located at 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.

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 School Nurse and the Classroom Teacher know immediately if your child has a contagious disease, so the nurse can take the necessary steps.

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 - Wednesday from 08:00 -16:30
Thursday - Friday from 08:00 – 15:00

Contact information: Aoife Belfield
School Nurse (Room 015)
Leipzig International School
Könnertitzstraße 47
04229 Leipzig

Phone: (+49) 341 393 77 635
Email: nurse@lis.school

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Mobile phones***

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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 are 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 (this includes watches that have phones built into them).

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.

For related information, please refer to the [Watches \(with phones\)](#) section.

Mother tongue

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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.

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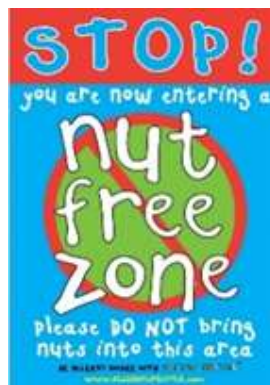


Nut-free classrooms***

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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.



For related information, please see the [Snacks and lunch***](#) section.

Opening hours***

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Our Primary School at Könnertitzstraße is open **Monday to Friday from 07:00 until 17:00**. Parents are asked to ensure that they drop off their children and pick them up within these timeframes.

With regards to the opening of the main building, with the Secondary School starting earlier in the day, all Secondary students will be allowed inside the main building at 07:50. Despite the door being open, the entry time for all Primary students remains at 08:00.

Parent Association

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A very important group within the LIS community. For more information about this important and active group, please visit our school website using the following link: <https://www.lis.school/en/community/parent-association.html>

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Parent community and groups

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Our Director of Admissions, Marketing Manager and our Parent Association all help welcome and support newly arrived families, whether temporary or permanent, so that their life in Leipzig is as enriching as they would like it to be. They help with items such as:

- 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.

There are a number of ways you can be more involved in school OR find other parents who may share similar interests as yourself, notably:

- Parent Association
- Room Parents
- Room Parents' Representative
- Parent Support Group on Special Education Needs

Parent Association

A very important group within the LIS community. For more information about this important and active group, please visit our school website using the following link: <https://www.lis.school/en/community/parent-association.html>



Room Parents

[Please click here](#) to visit the section and more detail.

Room Parents' Representative

[Please click here](#) to visit the section and more detail.

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Special Educational Needs: Parent Support Group

There are a number of children in LIS primary with special educational needs who are supported by Student Support Services. This includes children with conditions such as autism, dyslexia, dyspraxia, and attention deficit disorder and those with social and/or emotional needs. There is a parent-led group at LIS, which meets monthly, for the parents and caregivers of children with special educational needs. The group shares experiences, swaps knowledge on local services and support, and gives feedback to the school on special educational needs issues. The group also has a vibrant WhatsApp group, which provides support and advice between meetings, if required.

If you are interested in joining the group, or want more information, please contact the group using the sie622@hotmail.com email. Although the group is mainly parents with children receiving support from Student Support Services, everyone with an interest is welcome, especially parents whose children are having emotional or behavioural difficulties and/or who have not yet been formally diagnosed.

Parent Portal

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For more information, please refer to the [Communication***](#) section.

Parent-Teacher-Child Conferences (PTCCs)

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

Peer Mediators (student leadership)

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This is part of our Student Leadership programme (see [Specialty Areas \(Student Leadership\)](#) section for the full list).

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 Grade 5 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.

For related information, please refer to the [House System \(student leadership\)](#), [Library Assistants \(student leadership\)](#), [Peer Mediators \(student leadership\)](#), [Playground](#), [Playground Buddies \(student leadership\)](#) and [Student Council \(student leadership\)](#) sections.

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Phones

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Please refer to the [Mobile phones***](#) section.

Photos and videos of students

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Please refer to the [Social media safety \(including taking photos/videos of children\)](#) section.

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

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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 pick-up permission people – see [Pick-up permissions](#) below) 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.

Children who have not been 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 upper floor of the Hort Building.

Please also refer to the [Attendance and punctuality](#) and [Hort](#) sections for related information

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Pick-up permissions

There are two types:

- **Permanent permissions** (something **all** parents **must** provide via the Parent Portal)
- **One-time permissions** (something parents can provide via email/letter if it is different from the permanent permission)

Permanent permissions

All parents **must** provide 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. change of contact details, pick-up permission, go-home-alone permission) from the drop-down list.
- Write a message stating all the names of people who you give permission to, for picking up your child. Please note that we DO NOT delete any previous names from the list UNLESS you tell us to. You can always add people to this list at any time.

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.

Please note that all updates in the Parent Portal (pick-up, go-home, field trip permissions, contact details) are made manually and cannot be handled on a daily basis.

Once your request made through the Parent Portal has been processed you will receive a reply message confirming the update. For related information, please refer to the [Parent Portal \(vital!\)](#) section.

One-time permissions

If you need your child to be collected by someone other than those stated on the permanent permission then please provide a one-time permission. This can be done via email/letter to the **Class Teacher & Hort Sign out desk** (Hort.Sign-out@lis.school). We cannot accept verbal permission, not even if you phone/tell a staff member in person – we must have written evidence.

Such permission must be provided by 08:30 at the latest, on the day in question. If you provide permission after this time, the staff might not see it as they are very busy during the hours of 08:30-15:00 (as outlined in the [Emails](#) section). So please, send in such permissions by 08:30 on the day in question.

Go Home Alone permissions

There are two types, both are optional:

- **Permanent permissions** (something parents can provide via the Parent Portal)
- **One-time permissions** (something parents can provide via email/letter)

Permanent permissions

'Go Home Alone' permissions can be given via the Parent Portal. Children with such permission must sign themselves out before leaving each day by one of two ways:

1. If a student is leaving directly from the classroom at 15:00, the student should tell their Class Teacher in the morning that they will be leaving school immediately when school is over.
2. 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.

For related information, please refer to the [Parent Portal \(vital!\)](#) section.

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One-time permissions

If you need your child to have a one-time [Go Home Alone](#) permission because no permanent permission is stated on the Parent Portal, then please provide a one-time permission. This can be done via email/letter to the **Class Teacher & Hort Sign out desk** (Hort.Sign-out@lis.school). We cannot accept verbal permission, not even if you phone/tell a staff member in person – we must have written evidence.

Such permission needs to be provided by 08:30 at the latest, on the day in question. If you provide permission after this time, the staff might not see it as they are very busy during the hours of 08:30-15:00 (as outlined in the [Emails](#) section).

Play

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Play is an important part of any child's development (including up to Grade 5 aged children) and it is valued and encouraged at LIS. Play generally occurs during break and Hort times although for our younger classes there may be opportunities for play in the classes.

There are many websites that help show the importance of play based learning and here is one such site: <https://resilienteducator.com/classroom-resources/play-based-learning/>

Playground

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As shown on the [daily schedule](#), there are the following playtimes for all classes during the school day, with Teachers, Educators and volunteers provide supervision during these times

- Snack followed by play break outdoors
- Lunch followed by play break outdoors

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 positive behaviour policy.

For related information, please refer to the [Peer Mediators \(student leadership\)](#) and [Playground Buddies \(student leadership\)](#) sections.

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Playground Buddies (student leadership)

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This is part of our Student Leadership programme (see [Specialty Areas \(Student Leadership\)](#) section for the full list).

The Playground Buddy Programme encourages students to take on a leadership role and responsibility on the playground during morning and lunchtime breaks. The aim is to empower students to support others in creating safe, fun and inclusive play environments and relationships.

LIS Primary Playground Buddies, our Grade 4 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.

For related information, please refer to the [House System \(student leadership\)](#), [Library Assistants \(student leadership\)](#), [Peer Mediators \(student leadership\)](#), [Playground](#), [Playground Buddies \(student leadership\)](#) and [Student Council \(student leadership\)](#) sections.

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Reading (to and with your child)

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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.

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.**

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Room Parents

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At the beginning of the school year and for each class, 1-2 parent volunteers will be sought to take on the role of Room Parent. All Room Parents regularly meet with the Principal to look at improving the education of all students. They also lend support and assistance to the Class Teacher in organising class events.

Further information about the role is available from the Room Parent Handbook, located on our website (www.lis.school inside the Primary School section). Parents who are interested to lend a little of their time are kindly asked to let their child's Class Teacher know within the first weeks of school. Please also refer to the [Room Parents***](#) section for details on who is currently a Room Parent.

Sectional representative

At the beginning of each school year, all Primary School Room Parents receive an email from the school with an invitation to a first Room Parent meeting. The Room Parents of each section elect one or two Section Representative amongst them for the school year.

Responsibilities

The Section Representatives meet periodically with the:

- Head of School and/or the Commercial Director (Geschäftsführer)
- Room Parents of their section

Meetings can be set according to needs by all sides. At the beginning of the school year set up a meeting with the Head of School to discuss specific needs for the section.

Room Parents should use the Section Representatives as the liaison with the Head of School. Section Representatives are available to answer questions from Room Parents. For this purpose, the Section Representatives provide a telephone number and email address to all Room Parents of their section.

School garden

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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, we are looking to increase its use and availability to the students as whenever they visit, they certainly enjoy it.

School reports for students

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

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School show

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Drama plays a big part at LIS and one of the most popular annual events is the Primary School Show. Usually held in term 2, this is a major production for the parents and is usually in the form of a musical play. Generally, those students who have signed up in term 1 for the drama club are eligible to be in the cast as rehearsals begin in term 1. However, if your child joins the school mid-year and is interested in taking part, please speak to the Primary School Music Teacher.

All parents and staff are invited to be involved in its production as it is an event nobody wants to miss!

School song

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For related information, please refer to the [Assemblies](#) section.

Sleep***

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Please ensure that your child has enough sleep every night and eats a healthy breakfast. The <https://sleepfoundation.org/> recommends the following

Age	Recommended hours of sleep	May be appropriate	Not recommended
1-2 years	11 to 14 hours	9 to 10 hours 15 to 16 hours	Less than 9 hours More than 16 hours
3-5 years	10 to 13 hours	8 to 9 hours 14 hours	Less than 8 hours More than 14 hours
6-13 years	9 to 11 hours	7 to 8 hours 12 hours	Less than 7 hours More than 12 hours

For related information, please refer to the [Breakfast***](#) section.

Smartwatches

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Please refer to the [Watches \(with phones\)](#) section.

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Snacks and lunch***

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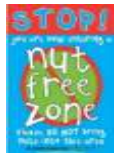
There are two breaks for food during the school day, **morning snack** and **lunch**. For those children staying late an additional snack will be needed.

Snack and lunch times are communal events that take place within a group to encourage healthy eating habits. Children must not eat 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 can eat snacks brought from home while seated in Hort's designated snack area.

Nut-free classrooms

Please ensure that you adhere to the nut-free classrooms rule. For related information, please see the [Nut-free classrooms***](#) section.



Healthy snack

Please send a small healthy snack such a sandwich or fruit in a snack box that is labelled with their name. **The children should not bring chocolate or sweets to school** (although exceptions are made when sharing things for special occasions). Here are some examples of what students can and cannot bring.

😊😊😊 YES 😊😊😊	😞😞😞 NO 😞😞😞
Fresh fruit	Cakes
Low sugar cereal/granola bars	Chocolate
Water	Chocolate spread
Cold fruit tea	Crisps/potato chips
No-added-sugar 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 order hot school meals 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 about this service can be found on our school website (<https://www.lis.school/en/about-lis/catering.html>) and we kindly ask that any questions/queries/concerns are sent directly to the caterer.

Drinks

Water is preferable (cold 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.**

Leipzig International School

Primary School – Parent Handbook



Social media safety (including taking photos/videos of children)

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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.

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:

- Discord: 13+
- Facebook: 13+
- Facebook Messenger: 13+
- Facetime: 13+
- Fortnite: 12+
- Instagram: 13+
- KIK: 18+
- Minecraft: 9+
- Skype: 13+
- Snapchat: 13+
- TikTok: 13+
- Viber: 13+
- Whatsapp: 16+
- YouTube: 13+

Obviously, we are unable to say what children should and should not be doing outside of school. However, in our experience, the problems associated with the inappropriate use of social media apps outside of school effects relationships and behaviour within school. Therefore, we strongly encourage parents **not** to allow the use of the above apps without supervision.

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Student Council (student leadership)

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This is part of our Student Leadership programme (see [Specialty Areas \(Student Leadership\)](#) section for the full list).

The Primary Student Council (grades 3-5) 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. A member of the teaching staff serves as mentor for the team.

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 Principal 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 Principal 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

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For related information, please refer to the [House System \(student leadership\)](#), [Library Assistants \(student leadership\)](#), [Peer Mediators \(student leadership\)](#), [Playground Buddies \(student leadership\)](#) and [Student Council \(student leadership\)](#) sections.

Student leadership

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This is an area that is very important to the Primary School and we hope to promote leadership not only within the classroom but through specially designated positions of student responsibility. Please refer to the [Specialty Areas \(Student Leadership\)](#) section for more details.

Student supplies***

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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.

Student supplies are displayed on the school website (www.lis.school under the Primary School section or click on this [link](#)) 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.

For related information, please refer to the '[Footwear](#)' section.

Student Support Services (SSS)

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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
- EAL Team
- Learning Support Team
- Nurse(s)
- Head of Student Support Services

Should you have general questions, please refer to your child's classroom teacher or the specific staff member within the team.

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Swimming lessons (Grade 2 only)

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For children in Grade 2 only, 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

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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 can share toys brought from home with others during Morning Hort (07:00-08:30) and Afternoon Hort (15:00-17:00). 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.

For related information, please refer to the [Watches \(with phones\)](#) section.

Transition to/from Germany

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Whether joining LIS or leaving LIS, please refer to the [Leaving Primary forever](#) section which has a link to a booklet that may help with transitioning to Germany.

Trophies and trophy cabinets

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There are numerous trophies awarded throughout the year. The majority of these trophies are linked to [House](#) events and are maintained by the House Team, though there are awards for other achievements. Most of the non-sporting trophies can be found near to room 113 (first floor). For related information, please refer to the [Assemblies](#) and [House system](#) sections.

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Videos and photos of students

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Please refer to the [Social media safety \(including taking photos/videos of children\)](#) section.

Watches (with phones)

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We welcome and actively encourage children to wear watches, especially if it supports them to tell the time. However, for those watches with phones built into them, please note that these are classed as mobile phones and so the same rules apply to them i.e. not allowed to be worn during school time. Please see the [Mobile phones***](#) section for more details.

For related information, please refer to the [Toys](#) section.

The following watches are not allowed to be worn during school time:

- Smartwatches (e.g. Apple watches, Huawei Smartwatch, Garmin Vivomove)
- Watches containing games (e.g. Vtech watches)
- Watches that have phones built into them (even if not activated)

Our strongest recommendation for a watch is a simple digital or analogue watch.

Website

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The LIS website (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.