

Leipzig International School

Könnertitzstraße 47
04229 Leipzig
Germany

Telephone:
+49 (0)341 - 337 558-0
Telefax:
+49 (0)341 - 337 558-96

Email:
admin@intschool-leipzig.com

Website:
www.intschool-leipzig.com



Headmaster: Roel Scheepens

Primary Principal: Kirsty Fuller

Secondary Principal: Matthew Raggett

Pre-school Leader: Katrin Parker

Reception (Pre-School 3)

Deborah Fischer	RDF
Laura Willms-Jones	RLJ
Leslie Ann Spence	RLS

Grade 1

Laura Sibbitt	1LS
Kathryn Crossman	1KC
Kathleen Wolcott	1KW

Grade 2

Barbara Bell	2BB
Paula Garnham	2PG
Hannah Hall	2HH

Grade 3

Nadia Hartley	3NH
Pauline Mott	3PM
Katherine Greer	3KG

Grade 4

Annie Hedenig/ Mimy Gardner	4GH
Tommy Clarke	4TC
Melinda Rabach	4MR

Grade 5

Mark Allder	5MA
Gary Bell	5GB
Amy Goodwin	5AG

Primary School Parent Handbook 2009-2010

German

Inge Sauermann
Cornelia Werndl
Katja Jacobi
Franziska Horn
Anke Friedrich

ESL

Nicola Hartley
Helen Brugal

Music

Edita Annus
Annie Hedenig

Physical Education

Sabrina Bennett
Uwe Reinhardt

Primary Assistant

David Luther

Librarian

Deborah Curtis

Hort Leader

Janka Krasselt

Table of contents

LIS Primary School Structure.....	3
Curriculum.....	3
Assessment of Students.....	4
Reports.....	4
Grades.....	5
Code of Conduct.....	5
The House System.....	6
Assembly.....	6
General Information.....	7
Attendance and punctuality.....	8
Illness.....	8
Medication.....	8
Holidays.....	9
Pick up and drop off.....	9
Change in routine.....	9
Snacks and Lunch.....	9
Supplies.....	9
Hort.....	10
General Rules.....	10
Homework.....	11

LIS Primary School Structure

The LIS primary school consists of Reception – Grade 5 with children from age 5 - 11. (Children are accepted into Grade 1 at the age of 6.) The school day begins at 08.45 and finishes at 15.00. There are two breaks during the day; a 30-minute snack and outside playtime in the morning and a 55-minute lunch break. Hort (before and after-school supervision) is currently offered to children in Reception to Grade 5. It is available from 8.00 – 8.40 and 15.00 – 17.00.

An overview of the day

08:00-08.45 Hort (supervision)

08:45-09:00 Registration

09:00-09:45 Period 1

09:45-10:30 Period 2

10:30-10:40 Snack

10:40-11:00 Outside Break

11:05-11:50 Period 3

11:50-12:35 Period 4

12:35-13:30 Lunch and Outside Break

13:30-14:15 Period 5

14:15-15:00 Period 6

15:00-17:00 Hort (supervision)

Hort and Extra-curricular Activities

The core school day is from 8.45 until 15.00. Supervision is provided before school from 8.00 until 8.45. After-school activities are available in Hort from 15.00 until 17.00. (More information can be found under General Information.)

Curriculum

From Reception to Grade 5 students follow the Cambridge International Primary Programme (CIPP). This consists of an established programme of study, specifically developed for international students, in **mathematics, language and literacy and science**. In addition, students study **German, history, geography, ICT** (Information and Communication Technology), **music, art** and **PE** as well as **PSHE** (Personal Social and Health Education) and **citizenship**.

Further details about the curriculum can be found on the school website at www.intschool-leipzig.com

The language of instruction is English. ESL (English as a Second Language) is available to help children attain a skill level in speaking, reading and writing English which enables them to participate quickly in mainstream lessons.

At the end of Grade 4 the school is authorised to issue a “Bildungsempfehlung”. This is a recommendation for further education within the German system. Our courses **do not specifically prepare children to enter the German education system** and few children leave after Grade 4. Parents who wish to receive a “Bildungsempfehlung” should notify the school via the Grade 4 class teachers early in year as your child enters Grade 4.

English as a Second Language

The ESL programme at the Primary School focuses on the 4 language skills (reading, writing, listening and speaking) in a fun and dynamic way. The goal of the programme is to give students sufficient English to be able to access content and language within the mainstream classroom, by teaching them in small groups and providing targeted language instruction. The ESL department uses small group work, projects, drama, games, and a variety of written materials to practice skills and expose children to English in a pleasurable, focused environment. While the focus is on language, class tasks seek to build up linguistic knowledge around a theme or content area. Most of our work with ESL students is out of the homeroom classroom (pull-out) but some inclusion teaching is also done (with the ESL specialist in the homeroom, working with the classroom teacher to help English language learners).

Because of the proven 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 are happy to meet with parents to discuss ways to help your child's language development.

Other Academic Support

LIS has no learning support teacher at this time. Currently, students needing extra help work with teaching assistants both within the classroom and in a small-group setting (pull-out). CAS (Community-Action-Service) students from the Secondary School also volunteer their time to work with students needing more support. All support is closely coordinated with the homeroom teacher. LIS Primary has a Student Support Team (SST) that monitors a child's progress and recommends further steps to help that student reach his or her potential. The SST also helps put parents in touch with community resources if outside support is needed.

Assessment of Students

Essentially there are two types of assessment going on in the primary school:

Formative assessment

This is an integral part of daily teaching and learning. Teachers continually monitor and assess the students to determine what they already know 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 gives the students opportunities to demonstrate what they have learned.

Assessment is an ongoing 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 formal and informal parent teacher meetings and written progress reports.

Reports

Formal written reports are sent home three times per year corresponding with the three teaching blocks (terms). A structured parent-teacher interview evening takes place after the first and second reports (usually in December and March/April). Informal communication and feedback is also provided through the homework diaries, which parents are requested to check regularly. Additional meetings can be scheduled with teachers by request.

Grades

Grades are not given on the reports in the primary school. Instead, grading is done on a scale. Teaching objectives (goals for the year) are listed and the children are marked according to the following: 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.

Rubric:

Not applicable	This 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 time of the year.)

Code of Conduct

The Golden Rules

We are gentle

(We don't hurt others)

We are kind and helpful

(We don't hurt anybody's feelings)

We listen

(We don't interrupt)

We are honest

(We don't cover up the truth)

We work hard

(We don't waste our own or other's time)

We look after property

(We don't waste or damage things)

'Don't get into Hot Water!' or 'Colour Policy'

LIS Primary operates a colour system of behaviour management in order to reward appropriate, expected behaviour. It has been designed to appeal to the children and is based around colour coding. Often children who behave consistently within expectations get overlooked. This system aims to provide a reward, in the form of the 'Blue Bash', for those children. It also acts as an incentive for those children who find it more difficult to follow the rules and behave within expectations.

Each child, each day receives a colour strip in the homework diary corresponding to a level of behaviour. These expected levels are explained very carefully to the children. Children who consistently demonstrate acceptable behaviour will be rewarded with a "Blue Bash" at the end of each month. (This means those children with less than two 'greens' in a particular month.)

The House System

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

We believe that the House System helps to educate students in the arts of taking part, taking risks and having a go. Through this system the children learn;

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

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. The teachers are also allocated to houses.

Each house has two Grade 5 House Captains elected by their peers. House Points are awarded for a wide range of things both academic and other, both for individuals and groups. The points are totalled weekly and the winning house announced at weekly assemblies.

The four houses are named as follows; each House is also associated with a colour as shown.

Mandela	(Green)	Curie	(Blue)
de Coubertin	(Red)	da Vinci	(Yellow)

Assembly

Weekly assemblies are held for Reception to Grade 5. These meetings are a chance for us to learn about common issues, to celebrate success and achievement and share and showcase talents. The assemblies are run by the House Captains and consist of contributions from classes and individuals.

General Information

Parent Communication

- *Home-School Communication Folder (Reception and Grade1)*
 - allows parent and teacher to communicate in writing regarding the child's needs and progress.
- *Homework Diary (Grades 2 - 5)*
 - allows parent and teacher to communicate in writing regarding the child's needs and progress.
- *Teacher Letters*
 - Some teachers use a regular letter detailing the current topics and suggestions for how you can further support your child's learning.
- *Observer articles*
 - Issued six times per year, the articles will update you on Primary and whole school issues and contains dates of upcoming events.
- *Letters from the Principal*
 - You will receive a number of these throughout the year to update you on Primary School issues and to inform you of special events.
- *Tri-Annual Reports*
 - A detailed report on your child's progress. You will receive one in December, one in March/April and one in June.
- *Bi-Annual Parent-Teacher Conferences*
 - Your opportunity to meet with your child's teacher to discuss your child's progress December and April.

- *Coming soon - Emails*
 - For information about learning, requests and support.

Visitors

Visitors to the school should always report to the office. We also ask parents to report to the office before going to your child's classroom.

Making Contact

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

Playground

There is a morning break for all classes and a lunchtime break including time to eat lunch. Teachers supervise these break times and appropriate student behavior is expected. Playtime is viewed as a time when children should be able to play freely and safely without adult intervention. Teachers are always close at hand should they be needed.

Field Trips

Field trips are considered a valuable educational and social experience for all students. Typical field trips include 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 and you may have the opportunity to go along as a chaperone. Please understand that field trips count as official school days, and all students are expected to participate.

After School Activities

A range of extra-curricular activities are offered by teachers, parents and external providers. Information about these can be found on the notice board in the foyer and on the website.

Room Parents

At the beginning of the school year, a parent volunteer will be sought to take on the role of room parent. Those interested should let the teacher know within the first weeks of school. It is the role of the room parent to help and support the teacher in organising class events. Further information about the role is available for room parents in the Room Parent Handbook.

Attendance and punctuality

Timely and regular attendance is required. Whenever a student is absent for any reason a written note or phone-call to the school is requested. **Parents must call the School Office on each morning of a child's absence due to illness.** If a child does not arrive at school and there has been no communication from the family, the parents will be contacted by the school office. This is to ensure the safety of your child. **You are asked not to send your child to school if he/she is unwell (e.g. fever, vomiting).** Learning is not maximized or secured when a child is ill. 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.

- Late Arrival - Students who arrive in their classroom after 8:45 a.m. will be considered 'tardy'
- Leaving School Early- Students leaving school early must bring a note from their parents prior to the beginning of class on that day. The note should specify the name (if other than a parent) of the person who will come for them. Parents must report to the school office and then proceed to the classroom to pick up their child.

Illness

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

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

No member of staff is permitted to administer medication. If a child needs to take regular medication they should do this independently. Ideally, and especially if parental help is required, it should be done outside of school hours but in certain situations it may be necessary for parents to come into school to do this.

Holidays

The School observes German national holidays. Apart from these, the director proposes the dates for major school breaks in cooperation with the administration team. Parents are asked to arrange family vacations and trips to coincide with school holidays. Requests for leave during school time should be directed to the Headmaster in writing.

Change in routine

If there is going to be a change in your child's routine, please inform the class teacher. Notes are required if your child will be picked up by someone different from usual.

Snacks and Lunch

There are two breaks for food during the school day; morning snack and lunch.

Snack

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

Lunch

Parents can either send a packed lunch or buy hot lunch from the school's caterer. Registration should be done directly with the catering company. Details can be found on the website (under LIS Community).

Drinks

Water is preferable (tea and some juice may be allowed but water should always be brought on PE days).

Glass containers and fizzy, sugary drinks are not to be brought to school.

Supplies

Supplies of stationery and lists of exercise books are displayed on the school website. If you have problems locating books please see your child's class teacher for help.

General supplies

- indoor shoes
- 2-3 boxes of tissues to share
- an art shirt

PE Kit list

Summer Season (Apr.1 to Sept. 30)

- white sport t-shirt
- blue or black sport shorts (no denim)
- outdoor running shoes (no boots, sandals, dress shoes)
- jacket / tracksuit (warm clothes)
- water bottle

Winter Season (Oct.1 to March 31)

- white sport t-shirt
- blue or black sport shorts (no denim)
- clean indoor running shoes with non-marking soles (for use in gym only)

Hort

Morning Hort

Morning Hort is available from 08:00 until 08:45. It is supervised by one Hort person, and one duty teacher. It will nearly always be outside, unless bad weather in which case it will be held in the indoor Hort facilities.

Please note that children arriving before 08:00 cannot be supervised.

Afternoon Hort

Afternoon Hort begins at 15.00 and closes at 17.00. The Hort team is supported by one duty teacher. Afternoon activities are offered in Hort, including homework club and art. The children are free to choose between these and outside play. Information about these and other activities can be found on lists displayed on the main notice table in the Hort area and on the notice board outside the school office. Please be aware of which activities your child will attend and on which days and, when necessary, inform anyone collecting your child which activity they are likely to be attending, especially if it is not run by Hort staff.

General rules

(Hort rules and reward systems are the same as those used during the school day and are displayed in the Hort building. The children are all aware of these rules.)

- Mobile phones are not allowed. It is both a Hort and school rule that phones must be switched off. In an emergency we can contact parents via the main school office and parents can vice versa. Any child needing to use their phone must ask permission from a member of staff.
- No electronic toys or games are allowed during Hort except on Friday afternoons. (Children who do not follow the Hort rules may have this privilege withdrawn.) Any toys or games brought to school are the child's responsibility, not Hort's responsibility.
- Shoes must be worn indoors. This is a safety precaution, as the floor is slippery and in case of a fire we must evacuate as quickly as possible.
- Children must be signed out with the time. There are many activities taking place in many parts of the school and the lists provided are our record of which children are in the building after 15.00. It is the responsibility of parents and children to ensure that on leaving the registers are completed.

Pick up and drop off

There is a drop off point to the rear of the school which is open for use every morning from 08:00 until 08:45. If you require a longer time at school please park on the street to avoid overcrowding of the 'drop-off' zone.

Please drive carefully as children are often outside playing and others may also be entering the premises.

Homework

Homework is usually reinforcement of skills/concepts that have been practised in class. It may be maths, spelling, other language or topic work. Parents are welcome to sit with their child and assist them if they are experiencing some difficulty. Homework is always well explained and the students always have a chance to ask questions or clarify instructions.

Homework may be marked by the teacher or discussed together in class in order to provide appropriate feedback.

Assigned homework is copied into each student's homework diary from Grade 2 upwards. In Grade 1 homework is put into the home-school communication folder. Each day the teacher checks the homework diary/home-school communication folder to look for possible notes/messages from parents and to place the appropriate behaviour colour code on that day.

In all classes, if a student does not finish class work in the allotted class time, then he/she may be required to finish the assignment at home.

Grade	Homework expectations
R	10 minutes of homework 4x per week plus reading
1	10-20 minutes of homework 4 x per week plus reading
2	20 minutes of homework 4 x per week plus reading
3	20-30 minutes of homework 4 x per week plus reading
4	40 minutes of homework 4 x per week plus reading
5	Up to 45 minutes of homework 4 x per week plus reading

German homework is set weekly and the expectation is that 10 minutes will be done each day. It will be collected a week later.

GSL homework is set as appropriate.

ESL homework is set as appropriate.

It must be stressed that these are guidelines. Obviously, different students work at different speeds.

Reading

Children are encouraged to take a book home regularly from the classroom for reading. Parent participation in this activity can include listening to your child read; asking questions about the story; asking questions about a picture; asking him/her to show a favourite picture and tell what is happening; asking about a favourite part; or if it was a good ending to the story.

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