



THE BRITISH INTERNATIONAL SCHOOL OF JEDDAH

Primary Section Parent Handbook

Information for Parents

BISJ 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:

Learning to live Learning to learn Learning to lead



We are committed to providing a safe, secure and happy environment where our students, from around sixty nationalities, 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”

Our curriculum is derived from the International Primary Curriculum, the IB Learner Profile, current research and best practices from around the world. It supports our aim of helping children to develop holistically, to become life-long learners and to grow socially, emotionally, physically, morally, creatively and academically.

We aim to cater for a wide range of student needs and our Student Support Team (SST) provides effective assistance to students who are learners with English as an Additional Language (EAL), students with Specific Learning Difficulties and those with social and emotional needs.

We believe that establishing positive and effective home-school partnerships is vitally important. We actively encourage and expect all our parents to participate not only in their own child's education but also in the wider life of the school. For those with time available, there is a strong parent volunteer programme providing valuable support for teachers in class and beyond. There is also a rich calendar of extracurricular community events, and information sessions to which parents are warmly welcomed.

A child's time in the Primary Section is very special, whether they are taking their first steps away from their mum and dad, or preparing to move onto their next phase of education in the Secondary Section or in other schools around the world. 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'll find answers to any questions you may have. Please don't hesitate to contact any member of staff if you would like further information.

Rex Geissler
Head Teacher

Table of Contents

	Page
BISJ Vision and Mission	3
Delivering and Collecting Students From School	5
Absence From School	6
Departing Early During The School Day	6
Medical Information	6
Parent Contact Numbers	7
Parent / Teacher Communication	7
Blue Book Bag	8
Home Learning	8
Upper Primary Home Learning Diary	10
School Uniform	11
Lost Property	13
Playground Equipment Before/After School	14
Birthdays	14
Food And Lunch At School	14
Positive Behaviour Expectations	16
The Curriculum – An Overview	17
Integrated Thematic Units (ITUs)	17
English	18
Mathematics	24
Science	25
Art	25
Geography and History	26
Specialist lessons	27
Arabic	27
Information Communication Technology (ICT)	27
Islamic Civilisation	28
Library	28
Music	29
Physical Education (P.E.)	30
Swimming	30
Independent Focused Learning Hour	31
Assessment and Reporting	31
Bring Your Own Device (BYOD)	31
Student Support Team (SST) – Counsellor, ESL & Learning Support	32
Helping your child get ready for School	33
Other Activities Within The Primary Section	34
Other Useful Information	39
Volunteers	39
Key staff and contacts	40

BISJ Vision and Mission

Vision:

We will be an outstanding international school, continuously striving for improvement and engaging our whole community with the concepts of:

Learning to live Learning to learn Learning to lead

Mission:

We provide excellent British-style education with an international perspective, within a safe environment, where individuals feel secure, respected, valued, happy and successful.

To achieve our Mission:

Our community of learners from many nations works together harmoniously. In a spirit of international-mindedness, we develop understandings of our own cultures and those of others.

Our teachers, working with parents as partners, inspire in our students a love of learning, motivating and challenging them to become the best they can be.

Our students build personal and interpersonal knowledge, skills and values. In developing these attributes in an innovative environment, we expect our students to flourish, becoming balanced individuals with the potential to make a difference as principled leaders of the future.

BISJ Primary: The Early Years & Y1 to Y6

The Early Years

A child's early years are an exciting time of growth, learning and development. At BISJ, we put each child at the centre of all our decisions and actions, and aim to nurture their holistic development including language and communication skills; emotional and social awareness; health and physical development; and learning. We recognise the unique pathway every child follows and respect the rate of progress each child makes.

As important as the knowledge children acquire are the characteristics of effective learning they utilise: engagement through exploring; being motivated, active learners; and showing creativity and critical thinking.

Learning in the Early Years takes place through meaningful experiences which give each child the opportunity to explore, hypothesise and investigate to acquire, apply and communicate their growing knowledge, understanding and skills. Children are given daily opportunities to lead playful inquiry that builds on their strengths and interests. Broad themes are identified to provoke children's thinking, with each class choosing the direction the topic takes their learning.

Independence

Children feel a sense of accomplishment when they are able to carry out routines and tasks independently. All children should be toilet trained before starting school, frequent accidents may result in you being asked to keep your child at home until they are securely trained. Children should be able to open and close their own water bottles and lunch boxes, and feed themselves. It is helpful, before starting school, to practise putting on, and taking off, shoes and socks, and changing for swimming.

Years 1 to 6

In Y1 to Y6 we pride ourselves on putting the students' learning and well-being at the forefront of everything we do. While academics are of course incredibly important, we believe that providing an extensive broad-based curriculum where every child has the opportunity to flourish is essential for our students to become successful life-long learners.

The International Primary Curriculum (IPC) is at the heart of the learning in Years 1 to 6 and provides an exciting, contemporary, internationally researched set of curricula that engages the students and is age-appropriate for their level of learning. The constructivist learning that they experience is connected to previous learning and to the world around them, allowing the students to demonstrate, develop and reflect upon their ever-growing knowledge, skills and understanding.

Students are formatively assessed in all their lessons and provided with regular, timely, specific feedback for them to act upon to aid improvement. The students also begin to learn how to both self and peer assess so that they continue on their journey of learning to learn. Each year group then takes an end of year online assessment so that we, as a school, are able to track progress.

The social education too that our students leave the Primary section with is second-to-none. Our students are regularly reminded to treat others the way that they would want to be treated, are respectful to one another, become great collaborators and are encouraged to develop the ability to empathise.

Delivering and Collecting Students From School

Morning Arrival

Staff are on duty in each of our playgrounds from 07:45, children should **not** arrive before that time. For children in YN and YE, an adult should remain with the children until they are collected by their class teacher at 07:55. YR, Y1 and Y2 children should remain in the designated playground until the bell goes in the morning. Once the bell sounds, the children meet their teacher at their classroom door. Upper Primary children enter the school building on the first bell at 07:55 through their Year Group door.

School begins promptly at 08:00; it is vitally important that you ensure that your child arrives on time. The first ten minutes of the day settles youngsters into the day ready to be focused and work. This first part of the day sets the tone and is the time when the children complete automaticity tasks that have been set ready for their arrival in school.

Afternoon Departure

The school day ends for children at different times depending upon their age:

YN & YE	12:30
YR	13:30
Y1 to Y6	14:30

Home-time arrangements for the Lower Primary children require that each child is collected individually by a parent, maid, driver or older child as designated/authorised by the parent, from the **external door** of his/her classroom. Please ensure that your driver is aware of this, for security reasons we will not release children unless an authorised person collects them. YR, Y1 and Y2 children who travel on compound buses, should be collected by the compound bus driver (and accompanying monitor).

Upper Primary children make their own way to the Main/Basateen gate.

Children can become quite upset if they feel that they have been forgotten or left behind so **please do ensure that your child is collected on time each day**. Any Lower Primary children left uncollected by 14:35 will be taken to the LP Office/Reception to await parents/drivers. **For all Primary children who are not following normal dismissal arrangements, for instance going to visit a friend or being collected by someone other than as specified to the teacher, the teacher must be informed in writing, of the change in arrangements, in advance.**

Primary and Secondary Section end of day

Primary aged children are expected to be released into the care and supervision of a parent or other direct care-giver, and leave school at 14:30. **This means that you may need to make additional transport arrangements, if you have older children in the Secondary Section, since their day ends at 15:10.** Primary children will still be able to stay at school, if they have been accepted into an extracurricular activity or training programme, or if they are under the close and direct supervision of a parent or guardian. Primary staff will not be able to provide additional supervision as they will be engaged in running activities, preparation for teaching and learning, or attending staff and planning meetings after school.

Absence From School

If your child is absent from school, please either email the Class Teacher and/or Secretary, or telephone the school, explaining the reason for any absence.

Departing Early During the School Day

For the security of your child, there are procedures that must be followed when your child needs to leave the school before the end of their school day for **non-medical reasons**. They must visit the appropriate school office first, even if they are with their parent. Once the school office has confirmed that the child has suitable permission to leave, the guardian will be issued a student release form. This will be handed in at the exit gate, allowing the student to leave.

Medical Information

It is vital that all health-related problems are notified to both the class teacher and nurse. Parents are required to fill in a medical form when they register their child and we ask that if this information changes we are informed immediately.

Teaching staff are **not allowed** to administer **any** medication. If your child requires medication during the school day, the medication must be given to the nurse, clearly labelled with the child's name and written details of the dosage to be administered.

If your child is taking medication at home, please notify the class teacher as it may have an affect on the child at school.



Illness

A child who has suffered from sickness/diarrhoea or a fever of 37.8°C or above must remain at home **at least 24 hours** after the symptoms have ceased. This helps prevent illness spreading quickly amongst other children and staff. If your child becomes ill during school,

the clinic will contact you and ask you to take him/her home. When your child has been absent due to illness, a note from a parent is required and a medical note, **if it has been three or more days of continuous absence**. For the safety of other students and staff, the clinic should also be informed if any contagious diseases have been diagnosed such as chicken pox, measles etc.



Please do not give your child medication to ‘get them through the school day’. In our experience the medication wears off, your child feels terrible and then they have to be sent home early; generally resulting in having even more time off school than if they had stayed at home to fully recover. Furthermore, you also unfairly expose the other children and staff to your child’s illness.

Parent Contact Numbers

It is important that the school has the correct home and mother's/father's office, mobile telephone numbers and email addresses. Should any of the contact information change, please let us know immediately. You never know when we may need to contact you. If you are out of town it is essential that you notify the school and provide alternative contacts. A parent or guardian **must** be available for contact throughout a child’s time in school or during out-of-hours school activities.

Parent / Teacher Communication

Teachers are always happy to meet with parents to answer questions and to discuss the progress of individual children throughout the year. As you will appreciate, because of our teaching and supervision commitments, teachers are not always immediately available to do this. To ensure that your child’s teacher is able to see you, please telephone the appropriate Primary Section office or email the teacher in question, to arrange a suitable appointment.

Email is usually the fastest means of communication with any issues, questions, suggestions or ideas that you may have. To do this, take the name of the staff member as the basis of the email address. In virtually all cases, use the family name followed by the initial of the first name and then use @conti.sch.sa. For example, someone called Mrs. Zahra Teacher would have the email address: teacherz@conti.sch.sa

A list of useful email addresses can be found towards the back of this handbook.

Feel free to send questions or ideas to us; we are always willing to listen. If an issue arises concerning your child, please email the relevant member of staff in the first instance.

Blue Book Bag

As part of the school ‘uniform’, your child is required to have a school book bag **which needs to be brought to school every day**. It will be used for correspondence between school and home. You can use it to send anything to your child’s teachers. Although the folder may occasionally be empty, it is important that it is checked every day for school notices.

Home Learning

In the Primary Section, we believe that learning at home forms an important part of a student’s development, providing opportunities to practise and consolidate skills. Our policy aims to balance the learning set by the school with time for students to benefit fully from play and other activities.

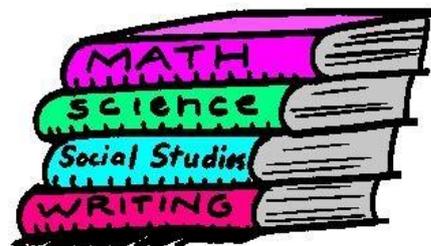
The following table lays out the amount of time per evening students are expected to spend on their Home Learning. If your child is struggling with any aspect or is regularly spending more than the allotted time, please contact your child’s teacher for guidance.

Year	Approximate amount of time
1	30
2	30
3	45
4	45
5	60
6	60

Home Learning can support student learning by:

- Developing independent learning, self-discipline, time management and organisational skills.
- Providing opportunities to practise and consolidate the skills introduced during the school day.
- Understanding how their in-class learning can be applied to their at-home world.
- Extending students' knowledge of the world around them.
- Providing opportunities to learn more about individual interests.

Home Learning schedules are shared by the year group with their classes at the start of the academic year. An *example* of how the schedule looks like is below:



Home Learning Timetable

	Sunday	Monday	Tuesday	Wednesday	Thursday
Year 1 and 2	Reading / LSCWC	Reading / LSCWC	Reading / LSCWC	Reading	Reading Arabic
Year 3	Reading LSCWC Abacus Review	Reading Maths Speed Test	Reading LSCWC Maths Speed Test	Reading LSCWC Arabic	Reading ITU Talk Active Learn
Year 4	Reading Abacus Review LSCWC	Reading LSCWC Maths Speed Tests	Reading Arabic	Reading LSCWC Maths Speed Tests	Reading ITU Talk Active Learn
Year 5	Reading LSCWC Automaticity Minutes Abacus Review	Reading LSCWC Automaticity Minutes	Reading LSCWC Automaticity Minutes	Reading Active Learn Arabic	Reading ITU Talk
Year 6	Reading LSCWC Automaticity Minutes Active Learn	Reading LSCWC Abacus Review	Reading LSCWC Automaticity Minutes	Reading Automaticity Minutes Arabic	Reading ITU Talk

LSCWC = Look, Say, Cover, Write, Check (Spelling learning)

Reading

Reading in the Early Years will depend on the individual child's readiness. All Early Years parents are encouraged to read with their child on a regular basis. Once on the reading scheme, YR children are expected to share a book at home on a daily basis.

We suggest that children from Y1 read for approximately 15 minutes per night and longer if they are enjoying it. We would hope that this time will increase as they progress through school. Where possible, reading practice should take place with a parent, another adult relative or a responsible older sibling, with regular conversations about the book taking place throughout the session.

Maths

Maths home learning starts from Y3 and is presented in three different formats.

- Maths for Automaticity - number based activities to improve basic facts speed and accuracy.
- Abacus Home Learning – linked to the learning going on in the classroom.
- Active Learn activities – optional web-based Maths extensions.

Integrated Thematic Units (ITU) / Talk and Write

This is an opportunity for you to talk to your child and support their learning in school. More information on how to support your child with this will follow. Talk and write homework will generally be linked to your child's ITU. It may involve preliminary research, information gathering, recording thoughts or ideas or it may also be an opportunity for free writing.

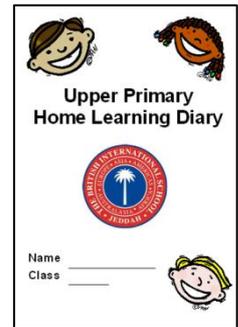
Arabic

- In Y1, Y2 and Y3 the students are expected to complete a short task.
- In Y4, Y5 and Y6 the students will be expected to consolidate their in-class learning with a home learning assignment each week.
- No student is expected to spend more than 15 minutes on their Arabic homework.

Upper Primary Home Learning Diary

The home learning diary, specially designed by the Upper Primary teachers, is an important tool for home-school communications and a way of helping your child organise themselves. The diary itself contains guidance on how it should be used and further information about:

- Home learning FAQs (frequently asked questions).
- Behaviour guidelines and advice.
- School uniform.
- Things to remember for school.
- A copy of your child's timetable.
- The School's Mission Statement.



Please take some time to read these sections with your child and to become familiar with the workings of the diary.

Essential School Equipment

Year 1 & Year 2	Year 3 to Year 6
<ul style="list-style-type: none"> • Pencil case • 3 x HB pencils • A ruler • Pencil sharpener • An eraser • Colouring pencils • Blue Book Bag <i>sold in the uniform shop</i> • Yellow Arabic Folder <i>sold in the uniform shop</i> 	<ul style="list-style-type: none"> • Pencil case • 3 x HB pencils • A ruler • Pencil sharpener • An eraser • Colouring pencils • A blue or black pen • An iPad or similar tablet device • An ocarina (Years 3 & 4) <i>sold in the uniform shop</i> • A recorder (Year 5 & 6) <i>sold in the uniform shop</i> • Blue Book Bag <i>sold in the uniform shop</i> • Yellow Arabic Folder <i>sold in the uniform shop</i>

Primary Section Uniform

Please note that Early Years refers to YN, YE and YR

	COLOUR	CLOTHING
Hat	Navy blue	School hat (encouraged/optional)
Tops (Early Years)	Red	School polo shirt
Top layer for cooler weather (Early Years)	Navy blue	School sweatshirt
Bottoms (Early Years)	Navy blue	Shorts/skorts, trousers or leggings with elastic waist <i>Does not need to be purchased from school shop</i>
Footwear (Early Years)	Black, grey or blue	Trainers with Velcro fastening (no laces)
	Black, blue or white	Socks
Tops (Y1-Y6)	White	School polo shirt
Top layer for cooler weather (Y1-Y6)	Navy blue	School sweatshirt <i>This is an optional item. However no other over garment will be allowed when the weather is cool</i>
Bottoms (Y1-Y6)	Navy blue	School shorts/skorts School trousers School skirt <u>No leggings/tights</u>
Footwear (Y1-Y6)	Plain black	School shoes Must be totally black and no other colour on them
	Plain black or white	Socks
PE Kit (Y1-Y6)		House T-shirt (you will be notified of the house team) Black shorts

In Early Years

Please bring one complete set of clothes, including underwear into school to leave in your child's classroom.



*Our students
showing off
our
School Uniform.*



Physical Education (P.E.) / Sporting Club Activities Kit and Requirements

On hot days, we ask that the children bring their own water-bottle in case their lesson is outside. Should the lesson be outside, they should also wear a hat.

- Early Years children are active for much of the school day and their uniform reflects this. They do not change for P.E.
- Y1 and Y2 come to school and stay in their PE kit on the day they have PE.
- Y3 to Y6 students must have a complete change of clothing in a separate kit bag. Students having P.E. at 08:10 may come to school in their P.E. kit but they will have to change back into their normal school uniform straight after the lesson. Students having P.E. at 13:50 can go home in their P.E. kit – they need not get changed.
 - School House T-shirts should be worn (North-Red, East-Blue, South-Green, West-Yellow).
 - School P.E. shorts.
 - Trainers or sports shoes (any colour).

Swimming Kit and Requirements

- A separate swimming bag.
- Boys should wear swimming trunks or tight cycling shorts – not Bermuda or football shorts as they restrict leg movement in the water.
- Girls should wear a one-piece suit.
- All children with long hair must tie it back and wear a swimming cap.
- All children are required to bring a large towel and goggles with their name on it.
- Lower Primary students will also require swimming shoes:
 - For Early Years, the 'Crocs' style of slip on shoes is preferred.
 - For Y1 or Y2, these should be 'Crocs' or flip flops.

Changing for Swimming:

- For safety and positive supervision, Lower Primary children change together in their classroom. The room is split by a dividing screen to separate the boys and the girls, allowing them privacy.
- From Y3 onwards, separate communal changing rooms are provided for boys and girls.

Additional Guidance

- Younger children will need to be taught how to tie laces independently. If unable to, please provide shoes with a Velcro or buckle fastening.
- We recommend students carry a school sweatshirt rather than under layers (e.g. vests) which can be pulled on and off quickly if feeling cold due to AC.
- For safety reasons and to prevent loss, children may not wear jewellery of any sort to school apart from small stud earrings for girls (which must be removed before PE or swimming lessons). For health and safety reasons, shoulder length and long hair must be tied back at school.
- Watches preferably analogue, are permitted to encourage learning to tell the time. They must be removed for PE and swimming and collection boxes exist for this.
- Any headscarves or headbands should be plain blue or plain white and be of a sensible nature.
- Children may not wear nail varnish or tattoos to school. This includes Henna. If Henna has been applied for a special, one off, celebration, such as a wedding, then this will be allowed.
- Children must have their uniform and sports kit labelled with their full name to allow easy identification of lost and disputed property. Special name tags can be stitched in, or names can be written on the manufacturers' labels. Lost items are kept in central areas and are displayed regularly. Items not claimed are donated to charity.
- It is advisable for students to wear hats when playing in the sun.

Uniform Shop

Apart from footwear and unless stated otherwise, the school shop is the sole supplier of all listed clothing items, and purchased from our school shop, located in the Administration building. The shop's opening hours are Sundays, Tuesdays and Thursdays from 07:30 - 14:30 by appointment only.

Lost Property

As your child progresses through the school, please encourage them to be responsible for remembering to bring their own belongings. However, to help keep to a minimum the large amount of lost property which accumulates each term, please ensure that all clothes, towels, swimsuits, sweaters, hats, lunch boxes etcetera are clearly marked or labelled with your child's name and class. Please do not call the school and ask for lost items to be

located. Named items will be returned to your child. Lost items are kept in central areas (check with school offices for location) and are displayed regularly. We also ask you to encourage your child to take the responsibility of checking the lost property areas. Items not claimed are donated to charity at the end of each term.

Playground Equipment Before/After School

Please note, there is no staff supervision for students before 07.45. Whilst we advise that students do not use the climbing frames/slides before this time, if children ignore this, or parents permit them to, they do so at their own risk. No other play equipment (tricycles, pedal cars etc.) should be used before this time.

After school, in the interests of safety, no children are allowed on the outdoor climbing frames/slides or to use the play equipment.

Toys

Toys are not allowed in school, unless requested by the Class Teacher as part of the planned ITU work.

Birthdays

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



- In Early Years, on a mutually pre-arranged day with the Class Teacher, parents can join the class at the end of the day to take pictures, sing the birthday song etc.
- In Years 1-6, we kindly ask that parents do not come into school.
- **Primary Section siblings are not allowed to attend birthday celebrations of their brother/sister from other classes.**
- You are welcome to send in individual cupcakes to share with the children, though this does constitute a health and safety risk. Please check with your child's Class Teacher if there are any children with allergies; again, no nuts!
- No party/gift bags, drinks or additional food, or animals are allowed.

Food and Lunch At School

It is important that you send your child to school with a suitable amount of healthy and appropriate food to support their learning.

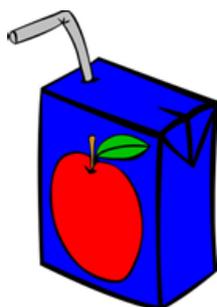
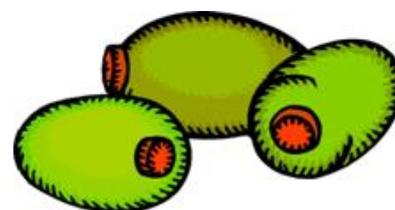
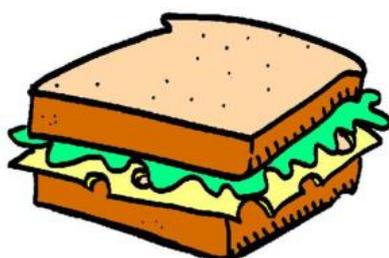
From experience, we have put together the following list of foods that are appropriate and foods that are not. Please do read it carefully and help your child to understand the importance of a good diet.

In Lower Primary, the students should bring a fruit snack as well as some lunch (your Class Teacher will provide you with more details).

In Upper Primary, students should be provided with a sufficient amount of food for the whole school day (preferably a fruit snack and packed lunch).

✔ Yes ✔	⊘ No ⊘
Lunchbox with child's name	Nuts (due to allergies)*
Sandwiches	Peanut/nut butter (due to allergies)*
Vegetable sticks	Sweets
Dried fruits, dates or olives	Chocolate or chocolate spread
Low sugar cereal/granola bars	Crisps/potato chips
Natural yoghurt or labnah	Drinks in glass bottles
Milk or juice	Fizzy drinks
Fresh fruit that, for younger children, may be already cut-up and ready to eat	Canned drinks

*** AS SOME OF OUR STUDENTS HAVE SEVERE NUT ALLERGIES, NO NUTS OR NUT BUTTER ARE ALLOWED AT SCHOOL**



The school cafeteria is open every day for Y3-Y6 to buy a range of snacks and meals. Please ensure that your child keeps their money in a safe place in their bag. It cannot be the class teacher's responsibility.

Positive Behaviour Expectations

We believe in fostering self-discipline based upon the principle of ‘*we treat others the way we would like to be treated*’ or as we call it, ‘The Golden Rule’. To achieve this, we aim to set high positive expectations for ourselves and for our students. Our Learning to Live, Learn and Lead programme (formerly PSHE) offers a forum for our students to reflect upon their own behaviour and that of others so that they develop the necessary emotional intelligence to manage themselves and their interactions with others.

We believe that ‘positive’ behaviour must be learned like any other subject and on the road to acquiring it, students may make mistakes and poor behavioural choices. We take all incidents of physical and verbal aggression, racism, abuse in all its forms, disrespect of adults, damage to or theft of property, very seriously and these are not tolerated in the Primary Section. In addressing them, we also apply the ‘Golden Rule’ to how we manage the situation rather than opt for punitive forms of correction. Children are asked to reflect on and take full responsibility for their behaviour and in doing so seek to redress any hurt that they may have caused and look for solutions to move forward positively.

In Lower Primary, younger children, especially those who do not have well-developed communication skills, may occasionally bite or hit out in frustration. An understanding of what is appropriate behaviour gradually develops as a child matures and we encourage children to ‘use their words’ rather than react physically. However, biting is also a health and safety issue and is not tolerated.

As we prepare reports, students are asked to evaluate their performance including their interactions with their friends, other students and the adults around them. It is a further opportunity for them to reflect and when it comes home, you can learn a little more about how they see themselves in relation to their peers and their education in general.

How You Can Help

- Help your child to see the world from the perspective of others – there are always more than one side to any story
- Avoid using rewards or punishments to influence the behaviour of your children (more often than not, these have the opposite or deleterious effects).
- Encourage your child to be courteous to all including those with whom they may not get along.
- Encourage your child to be kind, generous and forgiving.
- **Do not condone ‘tit-for-tat’ violence. In school, no excuse for violence is accepted.**
- Check some of the positive discipline parenting strategies and techniques at www.positivediscipline.org

The Curriculum – An Overview

Helping children learn; academically, socially, spiritually, emotionally and physically, should be the purpose of all schools. What your child learns should respect the past, but must also prepare them for the world of the future. That is why BISJ focuses on academic and personal development, and the development of a global awareness. At BISJ, we define learning as an active, engaging, challenging and continuous process that makes connections with the world around us; resulting in the accumulation of new knowledge, skills and understanding that will be beneficial throughout our lives.

Our classrooms are bright and stimulating, offering a safe and relaxed learning environment. Children learn best when they see the connections between subject areas and when their learning at school relates to their own lives. Students learn to take risks and explore their world through our Integrated Thematic Units (ITUs). Our programme focuses on thinking, problem solving, researching, recording and inquiry while incorporating basic skills at all levels.

The Golden Book and regular assemblies celebrate, appreciate and share the achievements of each child and the cultural richness of our school.

The education being offered today is an education for our children's future. We are preparing our Primary Section children for life after they leave compulsory education. The Primary Section programme at BISJ aims to prepare children to explore their world, think critically and work creatively towards continuous growth. Our goal is to help children become independent, lifelong learners and to nurture and develop the personal dispositions of what we refer to as the 4 Rs – Resilience, Reciprocity, Resourcefulness and Reflectiveness.

Our curriculum is comprised of Integrated Thematic Units (ITUs) which are detailed on pages and Specialist lessons.

Integrated Thematic Units (ITUs)

Our integrated thematic units (ITUs), derived from the International Primary Curriculum (IPC) offer meaningful, learner-centred experiences in all the major subjects – Science, History, Geography, Art, Music, P.E. and our Learning to Live, Learn and Lead lessons. Through practical and academic activities, students are encouraged to develop research skills and to become active, independent learners. During the year, students are given opportunities to plan enquiries and seek information from a wide range of sources that might include books, the Internet, surveys, interviews and experimentation. Study within an ITU aims to enhance the student's cooperative social skills and personal growth

through individual, small group and partner activities. The students collect, record and communicate their learning in a variety of forms, including written reports, oral presentations, discussions, drama, role play, posters, pictures, movies and displays.

Before each ITU you will be sent an email, outlining the Unit's Learning Goals and explaining how you can support your child's learning.

English

Language is the essential feature of all human interactions and endeavours. The English language programme has been designed to develop effective communicators and learners. English is not only a means of learning in all key areas but is also an area of learning in its own right. Success in all learning is tied to language development and is therefore present in all subjects. English permeates most areas of the curriculum and language is explored in a variety of contexts.

Language learning aims to develop effective communication in English but also promotes the development of home languages. The language programme builds on the strengths of the students' rich linguistic backgrounds and aims to develop an appreciation for diversity in keeping with our Mission statement. It is based on respect for the needs of the internationally mobile child and takes into account the needs of all children. Our programme is designed to meet the wide range of language needs in the classroom, developing and extending the children's linguistic base, thus keeping the child central to the learning process.

Speaking and listening

If learning a language is all about communicating, then speaking and listening form the front line of that learning. A silent classroom is not an effective one, especially where many of the students are ESL learners. For children to learn effectively, they must be able to express their ideas and thoughts, and be able to understand and respond to those of others. Our curriculum is designed to foster speaking and listening and children are encouraged to work in groups, share and discuss ideas as they go about their daily activities.

Speaking and listening – how you can help

Evidence has shown that students whose parents engage them in meaningful, mature discussion and seek their opinion achieve greater academic success than students whose parents only interacted at a minimal level (managing their day-to-day lives and telling them what to do). Therefore, if you want to help your child to do well:

- Involve your children in topical discussions (about news, family, events);
- Seek and value their opinions;
- Involve them in decision making;

- Listen when they have something that they feel is important to say;
- Encourage questioning but try to respond with, “What do you think?” instead of providing a ready-made answer;
- Develop and extend vocabulary choices.

This does not have to be in English. Using your home language is just as, or more important.

Writing

We believe that the best way for children to learn about writing is through genre studies (studying different kinds of writing) through the ITUs. This allows children to learn about and apply the 6+1 traits. These traits are as follows:

- Conventions
- Voice
- Sentence fluency
- Word choice
- Ideas
- Organisation
- Presentation (this is the +1)

The continuum for writing at BISJ consists of:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils’ competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the continuum for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Writing – how you can help

You can help your child by encouraging them to write for real reasons - shopping lists, postcards, diaries, emails or letters to friends and family overseas are all excellent real world writing opportunities. Do not get too hung up on perfection but engage with your child in the writing process. Discuss the language they have used and encourage them to think about how they could improve their writing.

Phonics and spelling

Phonics teaching starts in our Early Years where children listen for environmental sounds before identifying sounds in words. The structured daily phonics programme then starts in YR, when children are gradually introduced to the 42 sounds.

The English Phonic Code – 42 sounds (emergent spelling and sound code)

When children learn to read or first encounter the spoken and written English, they are introduced to phonics. It is important that parents and teachers say all the sounds correctly in order that the children hear the same sounds and then learn them correctly – these can be found on the next page

All BISJ learners are taught these sounds and how they apply to reading, speaking and spelling, from YR to the end of Y3 when most will have moved onto the more mature strategies for these skills. For additional language learners, new to English, they are useful at any age and provide a solid foundation for further learning.

s snake	a ant	t tennis	p parrot	i ill	n net
c/k cat / kitten	e egg	h hop	r rag	m man	d drum
g glug	o on	u umbrella	l lolly	f fish	b bat
ai rain	j jelly	oa goat	ie pie	ee tree	or storm
z buzz	w wind	ng strong	v van	oo book / foot	oo moon / pool
y yellow	x box	ch chocolate	sh shout	th feather	th moth
qu quack	ou ouch	oi oil	ue statue	er mixer	ar star

Do remember though that not all words can be sounded out. Phonics is one tool to assist children to learn to read and is not the only method.

Spelling

Spelling is an important aspect of our English work. Spelling in English is not always easy as the language is highly irregular. To assist children to develop their spelling skills, we ask them to learn personal lists of words. In the lower year levels, these words are initially taken from our BISJ Spelling Continuum, which incorporates high frequency words. Once off the continuum, personal lists are composed of words the child has misspelt in their writing. They may include new words from their ITU.

Spelling – how you can help

At school we use the **Look, Say, Cover, Write and Check** method. The child should:

LOOK at the word carefully; note anything interesting about the spelling

SAY the word out loud

COVER the word with paper or their hand

WRITE the word without looking

CHECK each letter is right by looking back at the word

You should do this at least three times a week (more if possible). It is useful to display the words somewhere they can see regularly. You could also copy the words down and quiz them in the car or such times. Do remember though that simply memorising a list of words and spelling them accurately are not the main aims; being able to use them appropriately and without anxiety is!

Reading

Reading is another vital key to learning language. When children read they encounter new vocabulary, spelling patterns, idiomatic expressions and a vast array of new ideas and concepts. At school, your child will spend a great deal of their time reading. Some will be in formal reading activities such as independent reading, group reading and library sessions. However, they will spend even more time reading as they research in their ITUs, read and share their own written work and from the myriad of other activities that make up the learning day.

Reading – helping your child learn to read

One of the important tasks the class teacher has is to develop your child's reading skills. Any additional support you can give them at home will play a crucial role in their success and enjoyment. We offer some simple hints here, but be guided by your child's teacher and his/her awareness of your child's individual needs.

Your child will bring home a wide variety of reading materials to share with you. Everything your child brings home, whether it be a library book, a reading scheme book

or a piece of work produced by the child, can be the source of much shared pleasure and broaden your child's knowledge of the written (spoken) word.

This is an essential part of your child's learning. Sharing books at home attaches importance to reading and in turn will improve their comprehension and confidence with books. Reading is not just saying the words. They must do so with understanding. You will probably need to give 10-15 minutes of uninterrupted time per session, and it is best if you can try to establish a routine for sharing reading together. Choose a time that suits both the child and yourself but **do try to read with your child every day.**

More proficient readers should have opportunities to discuss and compare authors and books regularly. It is also useful to hear these children read once a week to keep up to date with their language development.

Reading – how to read with your child

- If possible, read the book beforehand.
 - Find a comfortable place where you can sit and look at the book together.
 - Both you and your child should be able to see the book easily.
 - Talk about the front cover, discuss what the title may mean and what sort of book they are expecting to find.
 - Discuss characters and possible storylines; try not to let your child flick ahead through the book.
 - Begin reading. Let the child read freely over the first page. If a child finds a word hard, ask them to sound out the word. Children will use a variety of strategies when 'stuck' on a particular word. They may:
 - Use the initial sound and guess.
 - Use the shape of the word.
 - Use the picture cues.
 - Use the context of the story or sentence.
 - Build up the word phonetically ('sound it out').All of these strategies are valid and should be encouraged (**do not just tell them the word**).
 - During the reading ask them what may happen next and why they think that.
 - Also ask them to find facts that can be answered on that page.
 - Ask them how characters are feeling or if they like certain characters in the book.
 - At the end ask if they liked the book and why. You could ask them to retell you the story. Or you could ask a series of questions about the book.
- At any age, talk to your child's teacher if the progress you hoped for is not being made and s/he will be able to offer advice specifically to you and your child's needs.**

Handwriting

We believe that acquiring a fluid cursive handwriting style is an important part of a child's education. Learning to write in cursive is not only about being neat, it also helps to promote fine motor control, improves writing speed and has shown to have a positive effect on development of spelling ability. An individual's handwriting style says much about their character and personality, so it is always a good idea to make the best impression that you can.

The school uses the Nelson Handwriting scheme to help your child's handwriting develop as they move through the Primary Section, allowing them to develop a neat, legible and quick form of joined handwriting.

Handwriting – how you can help



Please check that whichever pen your child brings to school, that it does not 'bleed'. In other words, that it does not seep and spread into the paper, making their work look untidy and illegible.

Please encourage your child to adopt a correct grip when writing or drawing as by doing so, you will be helping your child to form letters easily and without strain. Pencils and pens should be held lightly between the first finger and thumb, about 2cm from the point, resting on the middle finger. *The grip is the same for both left and right-handed children.*

Handwriting – first letters Start at the dot and follow the arrows.



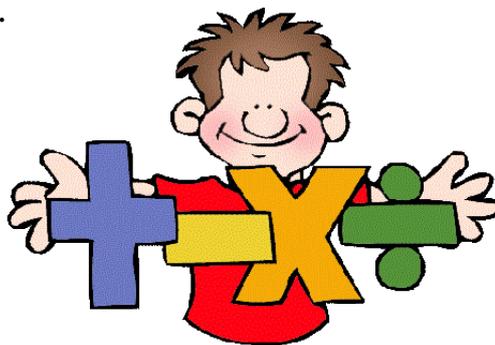
Mathematics

The maths curriculum at BISJ provides children with opportunities to develop the relevant skills, processes, approaches and attitudes. As the children learn, we build on their knowledge and skills ensuring that the needs of your child are met and continual development is taking place.

Learning mathematics involves creativity and imagination in the discovery of patterns in shape and number, seeing relationships, making models, interpreting data, and communicating ideas and concepts. Children are taught strategies to improve the speed and accuracy of their mental calculation and recall skills.

In the Early Years, mathematics learning takes place through real-life experiences and teacher-led input sessions. Progression is guided by the Development Matters framework. The Abacus Mathematics scheme is the core scheme across Years 1 to 6. This provides a common framework for the school and plan for the year. It is differentiated to provide reinforcing support activities and challenging extension activities for the more able child.

Mathematics is taught every day, as far as possible within the constraints of special events within the school calendar.



Doing More Maths at Home

Parents can help children develop a ‘can do’ attitude towards maths, by nurturing their children’s natural curiosity and providing support and encouragement. Maths is everywhere. Look at ways to point out and reinforce maths skills at home. For example:

- Counting steps climbed when going upstairs, planting seeds and comparing growth, noting times on analogue and digital clocks.
- Involve children in tasks that require calculating, measuring, estimating, building, following directions, problem solving and reasoning.
- Look for activities that require children to use their maths skills such as building scale models, cooking, planning trips, shopping within a budget and playing logic games.
- Look for games and activities that teach and/or reinforce maths and thinking. For example, look for games that:
 - Require and develop skill with mental computation and estimation.
 - Require logical thinking.

When you see articles that have data that might interest your children (e.g. sports statistics), share them and talk about what the numbers mean.

Subjects taught through the Integrated Thematic Units

Science

Science enriches our lives and helps us discover more about everyday phenomena. The scientific method is a way of developing and evaluating explanations through experimental design, collecting and collating evidence. This is a spur to critical and creative thought, providing the children with skills which they can use and apply in a variety of settings.



We strive to provide experiences in science which stimulate and excite students' curiosity about the world around them. We want them to ask questions and satisfy their curiosity through acquiring the tools to find rational answers.

Our students learn about and use scientific techniques to question, discuss and investigate issues that may affect their own lives, the direction of society and the future of the world.

Art

All children at BISJ are given the opportunity to use and explore specific skills, materials and techniques. This enables them to work in a variety of media, styles and forms.

The children are encouraged to make independent choices and decisions when developing a piece of work. They are expected to reflect upon their own artwork, and that of their peers, in a thoughtful and positive manner.

Art offers children the chance to express their ideas, emotions, observations and experiences in a variety of creative ways.



Geography

Geography is the study of the physical world, of people and places and how the world is changed and affected by human activity. Geography is also about peoples' lives and therefore contains a significant dimension in preparing them for their role as members of the global community; central to the BISJ philosophy on international mindedness.

The geography curriculum has been designed to raise and answer questions about the natural and human worlds using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments around the world. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. As students study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It allows the students to think about their own place in the world, their values, and their rights and responsibilities to other people and to their environment. In garnering and nurturing greater international understanding, topics and current affairs are explored that relate to Saudi Arabia and the wealth of home countries of which our student population is made up from.

History

History is the study of the past from ancient civilisations to today's news. By gaining historical perspectives, students are able to see and reflect upon the changes that are happening around them in a wider context and can develop an understanding of how and why events have happened, and therefore what might happen in the future. History builds understanding through the investigation of historical concepts and ideas.

Learning history also provides students with knowledge and skills and to understand themselves in the context of how the social world has developed. It helps them consider their potential influence in its future.

Studying history offers students the opportunity to develop an understanding of cultures, ideas and values that are important to other societies as well as their own. It considers the way societies have changed and also the significant continuities which exist. By learning about the interdependence of people and about the similarities between them, respect for different cultures and backgrounds will be engendered.



Specialist Lessons

BISJ offers children a range of specialist lessons depending upon their age. These are taught by Specialist Teachers; wherever appropriate, the subject matter of these lessons is linked to the ITUs being studied.

- Arabic (YR to Y6)
- Information Communication Technology (ICT) (All students)
- Islamic Civilisation (Y5 and Y6 only)
- Library (All students)
- Music (All students)
- Physical Education (P.E.) (All students)
- Swimming (All students)
- Water Sports Programme (Y3-Y6)

Arabic

For some of our students, Arabic is their home or first language. It could be their preferred language and one that surrounds them in the wider community outside the school. Whilst many parents send their children to our school to learn English, actively supporting and developing these students' home language is not only important for their sense of identity and culture, it is an essential key to academic progress and for acquiring an additional language. Evidence shows that a strong mother tongue positively influences concept acquisition and general academic progress in schools where the language of instruction is English (or another language).

For many of our students, Arabic is a second, third or even fourth language and one that they encounter because their parents have come to work in Saudi Arabia. Learning Arabic offers them a deeper experience and understanding of the host culture and the opportunity to communicate effectively in the wider community beyond school. The Arabic curriculum centres on introducing and building functional aural and oral language skills with a gradually increasing emphasis on reading and writing as the student advances.

How you can help

Language learning truly flourishes when there is purpose. So when you're out and about in Jeddah or elsewhere in the Middle East, encourage your child to put their Arabic to the test. Ask your child to order the food in Arabic when at a restaurant, get them to ask for directions to a landmark and engage safely in conversation with members of our community whenever the opportunity arises. Arabic in positive light!

Information Communication Technology (ICT)

ICT has become an integral part of modern life and the ability to understand and utilise its potential are essential for the citizen of tomorrow.

Our ICT lessons offer the students opportunities to develop their skills in manipulating and presenting text, graphics and data whilst using a wide range of child-friendly and common programmes. Keyboard skills are developed through the use of typing programmes and

teacher-led activities. The students are taught about creating, saving, printing and managing files. All ICT lessons are aimed at supporting the ITUs that are studied in class. The internet is used as an important research tool and the students are taught techniques for safely searching, selecting, evaluating and interpreting information.



Islamic Civilisation

The course aims at providing our Y5 and Y6 students with a comprehensive look at Islam as a culture and into Islamic Civilisation which has inspired individuals in their quest for knowledge and science. It is offered in the form of two sections. The first presents an introduction to Islam as a culture and history while the second is an amalgam of a wide variety of topics reflecting daily life in the Muslim world, as well as achievements in knowledge, science and art.



Library

The Primary Section Library serves the community with an ever-growing collection of books, reference materials and online resources, and utilises the Oliver automated system which is part of the school network. The Library aims to promote and embrace a reading culture at BISJ, which will nurture curiosity and extend research skills.

The Lower Primary Library is open to parents and care-givers at designated times throughout the week. During these times, they are welcome to borrow books to share with their child to enhance the pleasure of reading at home:

08.00 to 08.20	Every school day
14.00 – 14.30	Sunday, Tuesday and Thursday

As part of their regular timetable, YR to Y6 Primary classes visit the Library each week, where they can borrow a ‘just right book’ or a book of which is of interest to them. This also

includes a range of Arabic books in the Upper Primary.

BISJ Primary Library supports a number of colourful, special events throughout the school year, including Book Week celebrations, Book Clubs and Fairs.

The books are chosen by the children out of interest and they are not necessarily expected to be able to read them alone. You may need to help them read the books as this encourages them to enjoy books and to want to read more for themselves. **However, the Librarians are available to assist the children in choosing books which are appropriate to their level of reading.**



Music

Our Music programme offers the students opportunities to develop their musical skills and understanding through individual and group activities that integrate practising, rehearsing and performing with an awareness of the audience. Students are taught a wide range of songs with the aim of developing clarity and expression. A major emphasis is on developing pitch and rhythm, which allows us to use our extensive range of instruments, and explore a wide range of music – classical, contemporary, traditional folk and music from around the world. Students are also introduced to musical notation and given the opportunity to become familiar with the categories of musical instruments.



All students in Y3 and Y4 learn to play the ocarina during class lessons. In Y5 and Y6 they learn to play the recorder. There are opportunities for students from Y3 onwards to perform the songs they learn during their music lessons, in assemblies and on special occasions.

Students from Y1 onwards also have the opportunity to learn a variety of instruments, through our after-school tuition programme. For details of the current offerings in music tuition, please see the '[Music Tuition](#)' page on the school website.

Physical Education (P.E.)

Physical activity is vital for life-long health and well-being. All classes have at least one lesson of P.E. each week. The children learn with a specialist Physical Education teacher through a wide variety of activities such as gymnastics, athletics, a variety of court, ball and field games; and striking and fielding games.



Swimming

Swimming is an essential life skill and a compulsory part of the Primary P.E. curriculum. All children are expected to participate in the school's swim programme, which aims to broadly develop a child's water confidence, coordination and safety in deep water; develop their freestyle, backstroke, breaststroke and butterfly technique; introduce the child to water, beach and boating safety; and develop their individual and team skills in various water games and sports, such as water polo. The programme ensures that lessons are appropriate to the child's ability and needs, whether they are complete beginners or advanced. All Primary children from YE to Y6 have one lesson per week, with YN starting their lessons after half term in Term 2.

Changing for Swimming (Important Note):

- For safety and positive supervision, Lower Primary children change together in their classroom. The room is split by a dividing screen to separate the boys and the girls, allowing them privacy.
- From Y3 onwards, separate communal changing rooms are provided for boys and girls.



Independent Focused Learning Hour (IFLH)

Between 13:30 and 14:30 on Monday afternoons we hand over the direction of the learning to the students themselves. Students are encouraged and guided to choose a topic of their own choice that they would like to learn about. They are then coached and supported in trying to achieve their own personalised learning goals.

Once the students feel that they have acquired new skills, knowledge or understanding, they are given the opportunity to demonstrate these to their peers.

This part of the week allows the students the opportunity to Learn to Learn and develop the dispositions of being a self-directed learner. It enables them to engage with their strengths, challenges, interests and passions in a personalised way and allows them to exercise voice and choice in what they learn, how they learn it and how they demonstrate their learning.



Assessment and Reporting Student Progress

We use a system of continuous, formative assessment and progress tracking throughout the school year to allow us to tailor learning to suit your child. Reports are issued twice a year for all Primary children - a progress report in Term 1 and a second, more comprehensive report at the end of the school year. We do not offer grades, numbers or scores which label the students, rather we report on where the child is in their learning and recommend specific next steps to help them continue to make progress.

Two sets of formal, compulsory Parent/Student/Teacher consultations are held each year. We also hold an Open House (Parent Information Session) early in the first term.

Bring Your Own Device (BYOD)

Y3, Y4, Y5 and Y6 students are encouraged to bring in iPads to support their research and personal organisation in class and for home learning. Bringing an iPad to school is an integral part of the teaching and learning.

See the Bring Your Own Device brochure for more details.

Student Support Team (SST)

The Student Support Team is a group of professionals who work closely with class teachers to provide the best education possible for students. Whether a child has social or emotional needs, is learning English as an additional language or requires academic support, the SST assists in planning programs which help students access the curriculum as effectively as possible.

Counselling Service

The counsellor provides individual or small group support for students who are going through challenging times or who are finding it difficult to adapt to the school.

English as a Second (or additional) Language (ESL)

Fostering a good foundation in a child's home language is very important for both their present learning and understanding of concepts, as well as for their future learning. A good, strong first language, helps children acquire English more successfully.

It is vital that, if your child's 'second' language is English, you continue to promote and celebrate their first language at home. Some parents mistakenly believe that if they stop using the child's first language at home they will be helping their child. Nothing could be further from the truth.

Whilst all teachers provide instruction that caters for the need of ESL learners, individual students' progress in development of English language skills is monitored by the ESL specialist teachers and ESL teaching assistants with learning intervention programmes provided accordingly.



Learning Support in the Primary Section

In seeking to provide the highest standard of education possible, we offer additional instruction for some of our students, through our learning intervention programmes for language enrichment, literacy and numeracy.

Programmes are delivered by qualified learning support specialist teachers or trained teaching assistants in a small group context or one-to-one. Learning intervention programmes are tailored according to the students' individual needs and are provided at no additional cost.

Programmes may include:

- Language and vocabulary (linguistic comprehension)
- Letter-sound knowledge, blending and segmenting
- Word reading, word reading fluency and spelling ability
- Reading comprehension
- Written expression
- Place value and basic operations (addition, subtraction, multiplication and division)

Students who receive learning support vary in ability and need. Some children, often new to school, may need short-term support to ‘catch-up’ in a particular area (e.g. phonics); others may require longer-term support because English is not their dominant language; whilst others may be supported due to a specific learning difficulty that impacts progress. On occasions, additional support may also be provided in-class by specialist teachers or teacher assistants, where timetable permits.

Helping Your Child Get Ready For School

Here are a few general questions that you might like to ask yourself when thinking about getting your child ready for school.

- **Do you know what time to take your child to school?**
- **Have you established routines for bedtime and getting up in the morning?**
These should be in place at least 10 days before starting school so that your child is not overly tired and is used to waking up early in the morning. You must make sure that your child has breakfast and a drink before coming to school.
- **Have you talked to your child about coming to school?**
Be positive and assure your child that he or she will have lots of fun!
- **Can you put on a brave face and a smile even when your child is crying and the teacher asks you to go?**
This is important because you need to go when asked. You need to stay positive for as long as it takes. All children are different and some take a while to settle. Always be honest with your child. Tell them when you are going, but reassure them you are coming back! **Do not** just disappear or tell them you will be outside!
- **Is your child used to being away from you?**
Try to get them used to separation from you in the holiday – build up the time starting with a few minutes to a few hours.
- **How independent is your child?**
For example can your child open and close their lunchbox and put his or her straw into their juice box? Your child needs to be able to feed themselves.
- **How does your child interact with other children?**
For example, can your child share, take turns, tidy up their toys? Do they understand the difference between ‘yes’ and ‘no’?

Independence in the bathroom

All children starting from YN must be toilet trained. They should be able to communicate verbally or non-verbally that they need to go to the toilet. The number of accidents should be minimal. Frequent accidents may result in a request to keep the child at home until fully toilet trained.

Other Activities Within the Primary Section

There are a large number of other activities associated with the Primary Section, just some of which are detailed over the next few pages:

- After School Activities (Various)
- Book Day (All students)
- Extra-Curricular Activities (Y3 to Y6)
- Festival of Football & Winter Fair (All students)
- House Programme (Y1 to Y6)
- International Day (All students)
- Inter-School Sporting Events (Y4 to Y6)
- Stingrays Swim Team (Y1 to Y6)
- Student Council (Y3 to Y6)
- Upper Primary Show (Y3 to Y6)

After-school Activities

After-school activities are run either by members of staff or outside agencies. At the start of each term, parents (and their children) are invited to register their interest in the various clubs through an online sign-up. Signing up for those activities is done online through on the Engage Parent Portal. At the start of the year, parents receive full details of the activities on offer.

Primary Section free activities take place on Sunday, Monday, Wednesday and Thursday from 14:35 to 15:20. Activities are mainly for Upper Primary Section students only (Y3 to Y6), with a limited number of external clubs available for LP.

If you have any questions about the after-school activities, please contact our Whole School Extracurricular Activities Coordinator, Lina Awadallah on awadallah@conti.sch.sa.

Book Day

When we hold Book Day, it is usually in the spring term and a wide range of book-related activities are held to inspire our love of reading. Parents are invited into the school to read in their home language, to share in a range of class-based activities. We also have a parade so that each group can show off their themed costumes – the staff always join in with the fun too.



Festival of Football & Winter Fair

This is the biggest annual sporting and social event on the BISJ calendar and takes place towards the end of Term 1 or the start of Term 2. It comprises of two parts:

- The Festival of Football is a competition that is open to all the girls and boys in the Y5 and Y6, not just in BISJ but in many other international schools around Jeddah. The students are mixed together to form teams of around 10 players. Together they take part in a variety of mini-competitions, whilst also spending the day playing football until one team is crowned champion.
- The Winter Fair runs alongside the Festival of Football and everyone in the community is invited to come along to have some fun – entry is free! There are dozens of stalls, games, shops and activities to keep even the youngest (or oldest) of people amused for hours; not forgetting the free gifts galore!



House Programme

All of the Y1 to Y6 students are allocated to one of four houses: North (red), South (green), East (blue) and West (yellow). They remain in this house during their stay at BISJ and a huge number of events and activities are planned that encourage team building, cooperation, communication, fun and, of course, friendly competition between the houses. Just some of the events the students participate in include: Proud House day, sports days, swim galas and various competitions.

House Captains (HCs) and Vice-Captains (VCs)

As part of our Learning to Lead vision, Y6 student leaders are selected for each house. The House Captains have the opportunity throughout the course of the year to organise and promote many of the events that are referred to above.



International Day

This is one of the biggest and most exciting days of the school calendar. With over 60 nationalities attending the school, the day starts with the parade where students and staff wear a national costume.

The remainder of the day involves all things international, including feasts with food from all around the world, singers, musicians and more. All in all, it is a superb day!



Inter-School Sporting Events

U11 BSME Games



The U11 BSME (British School of Middle East) Games is an annual competition for Y5 and Y6 students, hosted by one of the international schools in the region. Hundreds of students from other schools take part. These include schools from Bahrain, Qatar, UAE, Egypt, Oman, Kuwait, Jordan and Saudi Arabia. Thirty-six boys and girls are selected to take part in swimming, athletics, football, netball and basketball. The tournament is held over three days but before the students even get there, they have to train hard and keep fit to be selected

to represent the school.

U11 BSME Football Tournament

The U11 BSME football tournament is held every year and runs over two days. This fantastic competition is open to all BSME schools in the Middle East and our girls and boys have to train very hard to be selected. There is a separate boys and girls tournament. It is a great way for our students to mix with other children from the region and to compete in a friendly environment, at the highest level.



Stingrays Swim Team

The Stingrays Swim Team provides students with the opportunity to develop their technique, fitness and competitive swimming ability in a positive, fun and exciting team environment throughout the school year. Team members have the opportunity to compete at regular club nights as well as regional, national and international swimming competitions. Age and ability focused group training sessions are offered to all students who can demonstrate adequate technique in freestyle, backstroke and breaststroke.



Try-outs for the Stingrays Swim Team will take place at the beginning of Term 1 and the beginning of Term 2.

For more details about the team, please contact the Head of Swimming.

Student Council

Another facet of our Learning to Lead vision is our Primary Student Council. Each class from Y3 to Y6, nominates and votes for one Student Councillor and one Deputy Student Councillor. These students are encouraged to develop leadership and responsibility, representing their classes and contributing ideas on how to improve the school. Throughout the year the council helps with many different events such as the School Fair, playground games and fund-raising events.



Upper Primary Show

Drama plays a big part at BISJ and one of the most popular annual events is the Upper Primary Section Show. Held in the Spring Term, this is a major production and is usually in the form of a musical. Generally, all the Upper Primary students are eligible to audition to be a cast member. With costumes aplenty and singing galore, it is an event parents do not want to miss!

It is important to note, however, that children who want to take part should take into consideration their other extra-curricular activities. If selected, it is expected that children commit fully to the production and attend all scheduled rehearsals after school and on selected weekends.



Other useful information

Address

The British International School of Jeddah
P.O. Box 6453
Jeddah 21442
Saudi Arabia

Phone Number

(+966) 012 283-4600

Fax Number

(+966) 012 699 1943

Volunteers

There are many benefits to being a volunteer such as:

- Personal satisfaction from helping children learn
- Opportunities to learn new skills, polish old ones
- Knowledge and understanding of how the Primary Section works
- Work experience that may lead to a future career
- Students gaining additional individual attention
- Students knowing a warm and caring adult who is a friend and role model

As such, the staff and students are always looking for an extra pair of hands to help out, whether it is playing language games, helping with art lessons, listening to children read or preparing resources for lessons. We welcome volunteers to assist in all age groups from Crèche up to Year 6, as well as in a variety of departments and subject areas.

Before you volunteer, we provide you with an orientation morning where you will receive information about a wide range of items. There will be opportunities for you to ask questions throughout the session. Furthermore, when you come along, we will also supply the coffee and biscuits – a vital component to Primary Section life.

If you are interested in volunteering or would simply like to know more, please email our Volunteer Programme Coordinator, Mrs. Rula Lolas (lolasr@conti.sch.sa), for more details.



Primary Leadership and Admin Team

Mr. Rex Geissler Ext. geisslerr@conti.sch.sa
Head Teacher 300
office located in the Lower Primary



Ms. Lorna Mallory Ext. malloryl@conti.sch.sa
Deputy Head Teacher 304
(Administration)
office located in the Lower Primary



Mr. Timothy Belfield Ext. belfieldt@conti.sch.sa
Deputy Head Teacher 305
(Pastoral)
office located in the Upper Primary



Mr. Simon Clark Ext. clarks@conti.sch.sa
Deputy Head Teacher 306
(Curriculum)
office located in the Upper Primary



Mrs. Helen El-Hoss Ext. elhossh@conti.sch.sa
Head of Early Years 303
office located in the Lower Primary



Mrs. Emma Cunningham Ext. cunninghame@conti.sch.sa
Senior Secretary 307
based in the Upper Primary



Mrs. Rula Lolos Ext. lolasr@conti.sch.sa
Senior Secretary 301
based in the Lower Primary



Mrs. Jumanah Nassief Ext. nassiefj@conti.sch.sa
Administrative Assistant 308
based in the Upper Primary



Year Group Leaders		
YN & Crèche Mrs Barbara Garcia GarciaB@conti.sch.sa	YE Mrs. Noorah Qureshi Qureshin@conti.sch.sa	YR Mrs. Catherine Lewis LewisC@conti.sch.sa
Y1 Miss. Emily Lemke lemkee@conti.sch.sa	Y2 Ms Michelle Smith SmithMi@conti.sch.sa	Y3 Ms. Fiona O’Gorman Ogormanf@conti.sch.sa
Y4 Ms Debra Reid ReidD@conti.sch.sa	Y5 Mrs. Sian Nicholls NichollsS@conti.sch.sa	Y6 Mr. Owen Lewis LewisO@conti.sch.sa

Subject Coordinators		
English Mrs. Sue Williams WilliamsS@conti.sch.sa	Maths Ms. Alisha Etheridge EtheridgeA@conti.sch.sa	Arabic Mrs. Sahar Baayoun Baayouns@conti.sch.sa
Art Mr. Steve Wise Wises@conti.sch.sa	LLL (PSHE) Ms. Joanne Rogers Rogersj@conti.sch.sa	Music Mr. Adam Briggs BriggsA@conti.sch.sa

Director of Sport	Whole School Music Tuition Coordinator
Mr. Jacob Sargison Sargisonj@conti.sch.sa	Mr. Adam Briggs BriggsA@conti.sch.sa

House Leaders	
North House (Red) Mr Richard Nesbitt NesbittR@conti.sch.sa	South House (Green) Mrs. Wahida Badawy BadawyW@conti.sch.sa
East House (Blue) Ms. Joanne Rogers Rogersj@conti.sch.sa	West House (Yellow) Mrs Amelia Golmohamad GolmohamadA@conti.sch.sa

Please remember that all other staff members can be contacted by email. To do this, and in *most* cases, take the name of the member of staff as the basis of the email address. Use the family name first followed by the initial and then use [@conti.sch.sa](mailto:)



The Lower Primary students have great fun during 'Water Week'.



The Upper Primary enjoy the annual swimming gala in our 8-lane pool



The Upper Primary Show is always a spectacular event.



Each week, the children who have been recognised as using one of the 4Rs, having their photo taken for the Golden Book.