



BRITISH INTERNATIONAL SCHOOL OF JEDDAH

PRIMARY SECTION PARENT HANDBOOK

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Primary Section – Parent Handbook



Welcome parents

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On behalf of the whole team, I am very pleased that you have chosen BISJ. Our Primary Section 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.

We look forward to meeting you soon.

A handwritten signature in black ink that reads "Tim Belfield".

Tim Belfield
Primary Head Teacher
belfieldt@conti.sch.sa

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BISJ Vision and Mission

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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

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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.

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Primary Section – Parent Handbook



BISJ Primary: The Early Years & Y1 to Y6

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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 can 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 can 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 their journey of learning to learn. Each year group then takes an end of year online assessment so that we, as a school, can 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.

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Useful information for 2024-2025

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How to contact staff

Staff are always happy to meet with parents to answer questions, address any concerns and to discuss the progress of individual children throughout the year.

As you will appreciate, because of our daily commitments, staff are not always immediately available to do this face-to-face. Therefore, we ask that you contact the staff member whom your matter directly relates to arrange a mutually suitable appointment, preferably by email. A list of useful email addresses can be found below. During term time, staff endeavour to respond within one working day.

Which staff to contact

To know who to contact, it is important that you understand the structure of the Primary Section. As mentioned above we ask that you contact the staff member whom your matter directly relates to. The staff members most contacted by parents are:

- Your child's Class Teacher
- Your child's Year Group Leader
- Senior Secretaries
- Administrative Assistant
- Clinic (Nurses) who can be contacted via Clinic@conti.sch.sa or phoning 012 283 4600 extension 222. For important information about medical issues/concerns/requirements, and in order to keep all students, staff and parents safe especially if they have a fever of 37.7°C or more, please read the [Medical issues](#) section.

The leadership, management and organisational structure within the Primary Section is both vertical and horizontal to facilitate the smooth day-to-day operation of the school. **A very simplistic model of the structure can be found below.** The basis of this structure is not intended for hierarchical purposes, but rather for practical reasons, with goals in mind:

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

Safeguarding concerns

Safeguarding is what we do as a society to protect individuals (in particular, children and vulnerable adults) from harm such as abuse and neglect. Safeguarding ensures children grow up with the best life chances and that all individuals are given safe and effective care. In support of the school's Vision and Mission, BISJ accepts that every student has the right to live in a safe and secure environment.

If you have any safeguarding concerns, which are those beyond any 'normal' behavioural concerns, please contact our Designated Safeguarding Leads for the Primary:

Ann English
Deputy Head Teacher (Pastoral)
EnglishA@conti.sch.sa

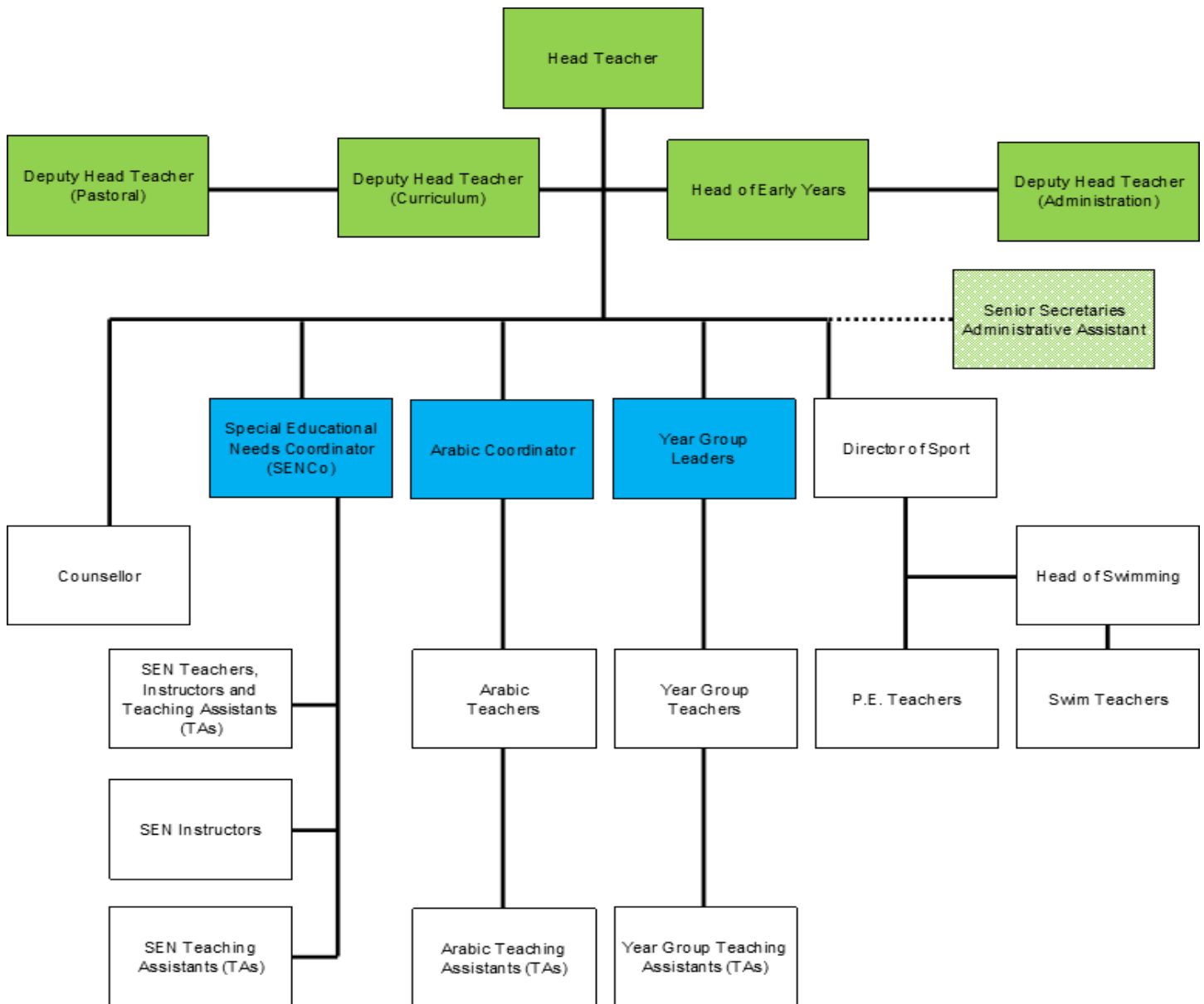
Rebeca Calderon
Counsellor
CalderonR@conti.sch.sa

British International School of Jeddah Primary Section – Parent Handbook



Structure of the Primary

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When looking at the model, please note that:

- Primary Leadership Team (PLT) members are indicated in green.
- Primary Section Management Team (PSMT) members are indicated in blue and include the PLT.
- Senior Secretaries and Administrative Assistant do not line manage the staff members seen 'below' them on the diagram, nor are they members of the Primary Leadership Team (PLT) despite being in 'green'. However, they do attend the weekly PLT meetings.
- The Counsellor is directly managed by the Deputy Head Teacher (Pastoral) whilst also being a member of the Student Support Team.
- The Whole School Music Tuition Coordinator (not listed) works closely with the Business Manager.
- The Director of Sport, whose direct line manager is the School Director, works closely with both the Primary and Secondary Head Teachers.

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Staff names, roles and emails

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Members of the Primary Leadership Team (PLT) are highlighted in **green**. Members of the Primary Section Management Team are highlighted in **blue** and include the PLT.

Role/Class	Staff name	Staff email address
Head Teacher	Tim Belfield	BelfieldT@conti.sch.sa
Deputy (Administration)	Lorna Mallory	MalloryL@conti.sch.sa
Deputy (Curriculum)	Simon Clark	ClarkS@conti.sch.sa
Deputy (Early Years)		
Deputy (Pastoral)	Ann English	EnglishA@conti.sch.sa
Senior Secretary (Lower Primary)	Rula Lolos	LolosR@conti.sch.sa
Senior Secretary (Upper Primary)	Emma Cunningham	CunninghamE@conti.sch.sa
Administrative Assistant	Jumanah Nassief	NassiefJ@conti.sch.sa
Crèche	Annabelle Andales	AndalesAn@conti.sch.sa
Crèche	Silmara Zborowski De Lima	ZborowskiDeLimaS@conti.sch.sa
YN-1 & Year Group Leader	Barbara Garcia	GarciaB@conti.sch.sa
YN-1 TA	Rania Mardini	MardiniR@conti.sch.sa
YN-1 TA	Kristina Sazonova	SazonovaK@conti.sch.sa
YN-1	Karina Stucchi	StucchiK@conti.sch.sa
YE-1	Thamiris Angelo de Carvalho	CarvalhoT@conti.sch.sa
YE-1 TA	Mehar Afroz	AfrozM@conti.sch.sa
YE-2	Naaz Zafar	ZafarN@conti.sch.sa
YE-2 TA	Rasha Mohamed	MohamedR@conti.sch.sa
YE-3 & Year Group Leader	Noorah Qureshi	QureshiN@conti.sch.sa
YE-3 TA	Hala Hashim	HashimH@conti.sch.sa
YE Floating TA	Aicha Hiddara	HiddaraA@conti.sch.sa
YR-2	Lesley Spellacy	SpellacyL@conti.sch.sa
YR-2 TA	Chandi Usman	UsmanC@conti.sch.sa
YR 3 & Year Group Leader	Catherine Lewis	LewisC@conti.sch.sa
YR-3 TA	Christine Al Zubi	AlZubiC@conti.sch.sa
YR-4	Hanan Hjijh	HjijhH@conti.sch.sa
YR-4 TA	Belma Ajanovic	AjanovicB@conti.sch.sa
Y1-3 & Year Group Leader	Emily Lemke	LemkeE@conti.sch.sa
Y1-3 TA	Lubna El-Khater	ElKhaterL@conti.sch.sa
Y1-4	Sara Heath	HeathS@conti.sch.sa
Y1-4 TA	Joanne Wade	WadeJ@conti.sch.sa
Y1-5	Gillian Sturrock	SturrockG@conti.sch.sa
Y1-5 TA	Zeina Kaaki	KaakiZ@conti.sch.sa
Y2-1	Amanda Kidman	KidmanA@conti.sch.sa
Y2-2	Jade Widocks	WidocksJ@conti.sch.sa
Y2-3	Cara Lafferty	LaffertyC@conti.sch.sa
Y2-4 & Year Group Leader	Michelle Smith	SmithMi@conti.sch.sa
Y2-5	Jolanda Van Deventer	vanDeventerJ@conti.sch.sa
Y2-1/Y2-3 TA	Andreina Paublina	PaublinaHernandezA@conti.sch.sa
Y2-2/Y2-5 TA	Souheir Ibrahim	IbrahimS@conti.sch.sa
Y2-4 TA	Amira Elkiwary	ElkiwaryA@conti.sch.sa

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Y3-1	Kim Ward	WardK@conti.sch.sa
Y3-2	Elena Trohonel	TrohonelE@conti.sch.sa
Y3-3	Lamia Bachiri	BachiriL@conti.sch.sa
Y3-4 & Year Group Leader	Fiona O'Gorman	OgormanF@conti.sch.sa
Y3-5	Alisha Etheridge	EtheridgeA@conti.sch.sa
Y3 TA	Samira Khudaverdiyeva	KhudaverdiyevaS@conti.sch.sa
	Alaa El Mais (on secondment)	El-MaisA@conti.sch.sa
Y4-1	Jade Foulkes-Henwood	FoulkesHenwoodJ@conti.sch.sa
Y4-2	Amelia Golmohamad	GolmohamadA@conti.sch.sa
Y4-3	Luke Dyer	DyerL@conti.sch.sa
Y4-4	Samuel Kett	KettS@conti.sch.sa
Y4-5 & Year Group Leader	Debra Reid	ReidD@conti.sch.sa
Y4 TA	Nesrine Kahwaji	KahwajiN@conti.sch.sa
Y5-1	Jo Rogers	RogersJ@conti.sch.sa
Y5-2	Richard Nesbitt	NesbittR@conti.sch.sa
Y5-3	Hannan Hassan	HassanHa@conti.sch.sa
Y5-4	Wahida Badawy	BadawyW@conti.sch.sa
Y5-5 & Year Group Leader	Sian Nicholls	NichollsS@conti.sch.sa
Y5 TA	Manal Chaaban	ChaabanM@conti.sch.sa
Y6-1	Chris Haley	HaleyC@conti.sch.sa
Y6-2	Sue Williams	WilliamsS@conti.sch.sa
Y6-3	Kate Beggs	BeggsK@conti.sch.sa
Y6-4	Molly Fox	FoxM@conti.sch.sa
Y6-5 & Year Group Leader	Owen Lewis	LewisO@conti.sch.sa
Y6 TA	Saba Hamdani	Hamdani@conti.sch.sa
Substitute Teacher	Debbie Kitching	KitchingD@conti.sch.sa
Substitute Teacher/Learning Support	Aisha Shahrukh	ShahrukhA@conti.sch.sa
SENCo (Special Educational Needs Coordinator)	Gill Puxley	PuxleyG@conti.sch.sa
Counsellor		
ESL Teacher	Rhiannon Lewis	LewisR@conti.sch.sa
ESL Instructor (YE/YR)	Nicola Daly	DalyN@conti.sch.sa
ESL Instructor (Y1/Y2)	Tijana Clark	ClarkT@conti.sch.sa
Learning Support Teacher (Y3/Y4)	Unbreen Khan	KheraU@conti.sch.sa
Learning Support Teacher (Y5/Y6)	Rabia Faisal	FaisalR@conti.sch.sa
Learning Support TA	Fatima Hamdani	HamdaniF@conti.sch.sa
Learning Support TA	Surina Rousseau	RousseauS@conti.sch.sa
Arabic & Arabic Coordinator	Sahar Baayoun	BaayounS@conti.sch.sa
Arabic	Souheir Chafei	ChafeiS@conti.sch.sa
Arabic	Racha Sadat	SadatR@conti.sch.sa
Arabic	Lama Freyha	FreyhaL@conti.sch.sa
Arabic	Mona Hankir	HankirM@conti.sch.sa
Arabic / Islamic Civilisation	Rayan Damergi	DamergiR@conti.sch.sa
Arabic (YR/Y1)	Ghadeer Shrateh	ShratehG@conti.sch.sa
Arabic TA	Mariane Ghanem	GhanemM@conti.sch.sa
Arabic TA	Engy Thabet	KhaledE@conti.sch.sa
Arabic TA	Raniah Youssef	YoussefR@conti.sch.sa

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Lower Primary ICT	Abeer Barakat	BouHabibA@conti.sch.sa
Upper Primary ICT	Steve Wise	WiseS@conti.sch.sa
Lower Primary Librarian	Houda Sammak	SammakH@conti.sch.sa
Lower Primary Library Assistant	Tooba Razzaq	RazzaqT@conti.sch.sa
Upper Primary Librarian	Muge Chehab	ChehabM@conti.sch.sa
Upper Primary Library Assistant	Shama Al Kathiri	KathiriS@conti.sch.sa
Lower/Upper Primary Music	Adam Briggs	BriggsA@conti.sch.sa
Lower/Upper Primary Music	Debora Zanetti	ZanettiD@conti.sch.sa
Lower Primary P.E.	Adam Stewart	StewartA@conti.sch.sa
Upper Primary P.E.	Ismail Dawood	DawoodI@conti.sch.sa
Lower/Upper Primary P.E.	Nura Arabi	ArabiN@conti.sch.sa
Swimming & Head of Swimming	Dean Metcalfe	MetcalfeD@conti.sch.sa
Swimming	Georgina Goddard	GoddardG@conti.sch.sa
Swimming	Rebecca Stanlake	StanlakeR@conti.sch.sa
Swimming	Shadi Salem	SalemS@conti.sch.sa
Swimming	Sobhi Metwally	MetwallyS@conti.sch.sa
Swimming (lifeguard)	Kholod Sinjab	SinjabK@conti.sch.sa

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Subject Coordinators

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Subject	Coordinator name	Staff email address
Arabic	Sahar Baayoun	BaayounS@conti.sch.sa
Art	Steve Wise	WiseS@conti.sch.sa
English	Sue Williams	WilliamsS@conti.sch.sa
LLL (PSHE) & Student Council	Jo Rogers	RogersJ@conti.sch.sa
Maths	Alisha Etheridge	EtheridgeA@conti.sch.sa

The Deputy Head Teacher (Curriculum) has overall responsibility for all areas of the Primary Section curriculum and works closely with all the above Subject Coordinators. The Deputy Head Teacher (Pastoral) is also involved in the LLL (PSHE) curriculum and works closely with the Student Council.

House Leaders

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House	House Leader name	Staff email address
North (Red)	Richard Nesbitt	NesbittR@conti.sch.sa
East (Blue)	Jo Rogers	RogersJ@conti.sch.sa
South (Green)	Wahida Badawy	BadawyW@conti.sch.sa
West (Yellow)	Amelia Golmohamad	GolmohamadA@conti.sch.sa

The Deputy Head Teacher (Administration) is the PLT member who directly liaises with the House Leaders.

Other key roles within BISJ

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Key role	Staff name	Staff email address
Clinic	Aoife Belfield Keegan Welcome Seniati Bahari	Clinic@conti.sch.sa
Director of Sport	Jacob Sargison	SargisonJ@conti.sch.sa
Extra-Curricular Activities	Lina Awadallah	AwadallahL@conti.sch.sa
Head of Swimming	Dean Metcalfe	MetcalfeD@conti.sch.sa
Whole School Music Tuition	Adam Briggs	BriggsA@conti.sch.sa

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Are you ready for the academic year? ***

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This section is primarily designed for parents who are new to BISJ but can be a useful reminder for our existing parents. If you are new to BISJ, we strongly recommend that you look at all sections that are labelled with *** as these are often considered the most important for when school starts.

Before day 1, you may want to ask yourself the following questions to ensure that you are truly ready.

- **Is your child toilet trained?**
All children joining BISJ must be toilet trained. Your child must 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.
- **Do you know what time to leave home so that your child is at school on time?**
- **Do you know what your child needs to bring to school?**
Make sure you have read the [daily essentials](#) section.
- **Do you know when and where to collect your child?**
Make sure you read the [Arrival, lates, absences and medical issues***](#) section.
- **Have you established routines for bedtime and getting up in the morning?**
These should be in place at least 5 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 at the end of their school day! **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 you 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'?
- **Do you feel ready?**
If you can answer all of the above questions, then the likelihood is that YOU ARE READY! We understand that as a parent, your child's first day of school can make you feel nervous. That is OK. It is normal. But please relax, your child is in good hands and if you can show that you are relaxed and ready then your child will likely also feel relaxed and ready.

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As you read through this document, you might ask some of the below questions – ones that previous parents have raised with us.

- **How will I know when my child has special lessons and should bring certain items?**
Your child's Class Teacher will share the timetable with you and provide you with all the information necessary.
- **What house will my child be in: North, South, East or West?**
Each student is assigned a house before joining BISJ; siblings are in the same house.
- **How will I know which classroom to go to on the first day of the academic year?**
Those children starting school on the first day of the first term hopefully have already visited the school before it opens. However, all rooms are clearly labelled and there are plenty of people to help direct you. Returning students are asked to go to their designated playground and await the first bell. New students and their parents are invited to go to either the Lower Primary or Upper Primary reception areas where a staff member will lead you to the correct classroom.
- **If I still have some questions, who can I talk to?**
We are all here to help you and your child so please ask any of us and we cannot answer ourselves, we will direct you to someone who can.

School day / timings***

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At 07:55, classroom doors open for all students and registration takes place at 08:00. If your child arrives after this time, then they are recorded as [late](#)... "after 8 you are late".

- For YN children, the school day is 08:00-12:30.
- For YE children, the school day is 08:00-12:30.
- For YR children, the school day is 08:00-13:30.
- For Y1-Y6 children the school day is 08:00-14:30.

Please note that for some year groups there may be [extra-curricular activities \(ECAs\)](#) available that take place after-school at various times throughout the year. We will be sure to inform you as parents with any details ahead of time.

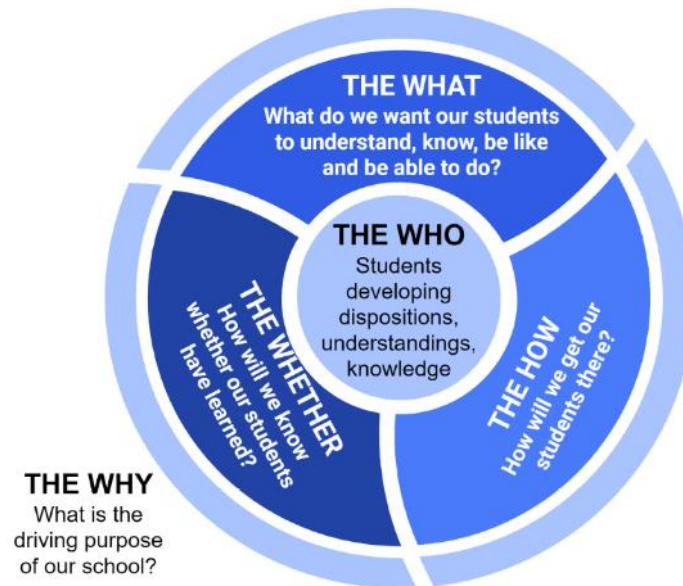
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Curriculum – an overview

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A school curriculum can be defined as, “The what, whether and how, in service of the who and the why”.



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.

Our curriculum is comprised of Integrated Thematic Units (ITUs) and Specialist lessons, all of which are detailed on the following pages. First though, more about the 4 Rs.

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The 4 Rs

Based upon the research and extended work of Professor Guy Claxton, BISJ aims to develop all of our Primary students in Learning to Learn using four key learning dispositions:

Reciprocity
Reflectiveness
Resilience
Resourcefulness

Reciprocity, the disposition to learn with and from others; Reflectiveness, the disposition to think about learning and about oneself as a developing learner; Resilience, the disposition to attend to learning and persist under difficulties; and Resourcefulness is the disposition to deploy a variety of learning strategies.

These dispositions are inherent in us all. They are not fixed at birth, or when we leave school; they can be developed by everyone regardless of 'ability', social background or age. There are no limits to extending our learning power. We might think of the dispositions as being like groups of 'learning muscles'. Just as we can build our physical muscles with the right kinds of exercise, so we can exercise our learning muscles to develop their strength and stamina.

Each of the dispositions — the four R's — is made up of a number of learning behaviours, which we call capacities. Because the learning capacities are quite specific in nature, they can be individually trained, nurtured and exercised. On the other hand, when these learning muscles are not exercised, through lack of opportunity or encouragement, they can so easily wither and fall into disuse.

The Learning-Power Dispositions

<p>Resilience The emotional aspects of learning Feeling</p>	<p>Resourcefulness The cognitive aspects of learning Thinking</p>	<p>Reflectiveness The strategic aspects of learning Managing</p>	<p>Reciprocity The social aspects of learning Relating</p>
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The Learning-Power Capacities

<p>Absorption Being able to lose yourself in learning — becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.</p>	<p>Questioning Asking questions of yourself and others. Being curious and playful with ideas — delving beneath the surface of things.</p>	<p>Planning Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter.</p>	<p>Interdependence Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.</p>
<p>Managing Distractions Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.</p>	<p>Making Links Seeing connections between disparate events and experiences — building patterns — weaving a web of understanding.</p>	<p>Revising Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.</p>	<p>Collaboration Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.</p>
<p>Noticing Perceiving subtle nuances, patterns and details in experience.</p>	<p>Imagining Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering <i>What if...?</i></p>	<p>Distilling Looking at what is being learned — pulling out the essential features — carrying them forward to aid further learning; being your own learning coach.</p>	<p>Empathy and Listening Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.</p>
<p>Perseverance Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.</p>	<p>Reasoning Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.</p>	<p>Meta-learning Knowing yourself as a learner — how you learn best; how to talk about the learning process.</p>	<p>Imitation Constructively adopting methods, habits or values from other people whom you observe.</p>
	<p>Capitalising Drawing on the full range of resources from the wider world — other people, books, the Internet, past experience, future opportunities ...</p>		

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Integrated Thematic Units (ITUs)

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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, roleplay, posters, pictures, movies and displays.

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

English

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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 considers 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

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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

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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.

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- 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

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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

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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

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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.

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

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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

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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

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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

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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

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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 – how you can help

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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 your child and you 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.

When reading with your child, here are some helpful tips:

- 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 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.

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- 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

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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, but 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

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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.* In terms of forming letters, please use the chart below, remembering to start at the dot and to follow the arrows.



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Mathematics

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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.

Mathematics at home

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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.

LLL (Learning to Live, Learn and Lead)

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Our LLL curriculum helps children and young people stay healthy, safe and prepared for life – and work – in the modern world. It might be more familiarly known by some parents who are used to the English system as PSHE (Physical, Social, Health and Economic Education), with the 'E' covering economic wellbeing and careers – vital parts of the subject that must not be ignored.

LLL improves the physical and psychosocial well-being of pupils and supports academic attainment by removing barriers to learning. Ultimately it helps keep children and young people safe, mentally and physically healthy and prepared for life and work. Thus, it is an essential part of our curriculum.

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Subjects taught through the Integrated Thematic Units (ITUs)

Science

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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

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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

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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.

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History

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History is the study of the past from ancient civilisations to today's news. By gaining historical perspectives, students can 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 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.

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Specialist lessons

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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

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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, but also 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)

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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 using 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.

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Islamic Civilisation

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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

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The Primary Section Libraries 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. Our two libraries 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 caregivers 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 Lower Primary 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 libraries support several colourful, special events throughout the academic year, including [Book Day](#) 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

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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.

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Physical Education (P.E.)

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Physical activity is vital for life-long health and well-being. 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

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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 Focussed Learning Hour (IFLH)

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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.

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Student Support Team (SST)

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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 a Second (or additional) language or requires academic support, the SST assists in planning programs which help students access the curriculum as effectively as possible.

Counselling

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The Counsellor is one of two people who you would approach if there was a safeguarding concern (the other being the Deputy Head Pastoral). They are also involved in matters that relate to a Student Support Plans, a process that is organised by the SENCo (Special Educational Needs Coordinator).

Beyond these, the Counsellor is also available to help students when they are experiencing the following:

- Conflict
- Death/sickness of relatives
- Divorcing/separating parents
- Moving to/from another community
- Preference for negative attention
- Regular crying
- Regular sickness
- Traumatic family experience

If you believe that your child needs such support, please [email](#) your child's Class Teacher and/or the Deputy Head Teacher (Pastoral). Please do not make initial contact with the Counsellor directly.

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

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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.



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Learning Support

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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 teaching assistants, where timetable permits.

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Assessment of students and reporting to parents

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Assessment is an on-going and important part of school life. Within Primary we use a variety of assessments, both internally made and internationally created. Essentially there are two types of assessment:

- **Formative assessment**

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

- **Summative assessment**

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

School reports

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Reports are issued twice a year for all Primary children. The first is issued during the first [Parent-Teacher-Student Conference](#) and its foci are how your child has been settling into the new academic year and their targets for the remainder of the year. The second report, issued just before the end of the academic year, is a considerably more comprehensive report and provides you with details on all areas of the curriculum.

Please remember that although we have a wealth of quantitative and qualitative data on all students in all subject areas, 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. For related information on this matter, please refer to the [Awards and motivation](#) section for details.

Parent-Teacher-Student Conferences (PTSCs)

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These are held twice a year and are **compulsory for all parents to attend**. The first is usually held midway through term one and is accompanied by presenting you with the first [school report](#) which forms the basis of this PTSC. As such, this first report can only be issued once you attend this first PTSC.

The second is usually held partway through term two and is a review of the progress made since the first PTSC.

For both PTSCs, the older your child is, the more they will likely lead the conversation with matters such as what learning they enjoyed; what they found challenging; where they are with their learning; learning next steps.

Open House

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This parent information session is held early in the first term where although it is not to learn about the individual progress of your child, it gives you great insight into how the class has been settling as a whole; what they have been doing in the first few weeks of term; and learn more about the class and year group.

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Home learning

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In schools around the world there is often debate on whether home learning is necessary for primary-aged children. We believe that learning at home forms an important part of a student's development, providing opportunities to practise and consolidate skills. As such, home learning:

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

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 school night, 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 time in minutes per school night
1	30
2	30
3	45
4	45
5	60
6	60

Home learning example timetable

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The below table is just an example of what your child's home learning may look like depending upon their year group. LSCWC refers to 'Look, Say, Cover, Write, Check' as outlined in the [Spelling](#) section.

	Sunday	Monday	Tuesday	Wednesday	Thursday
Year 1	Reading / LSCWC	Reading / LSCWC	Reading / LSCWC	Reading	Reading Arabic
Year 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

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Reading at home

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 Year 1 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.

Mathematics at home

Maths home learning starts from Year 3 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 at home

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 at home

- 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.

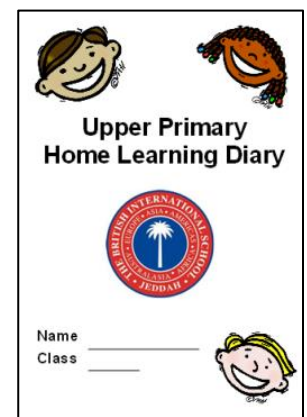
Upper Primary Home Learning Diary

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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.



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A to Z of general information

Acronyms and terminology

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

Acronym or terminology	Definition
B.S.M.E	British Schools in the Middle East
B.Y.O.D	Bring Your Own Device
CAS	Community Action Service
C.I.S	Council of International Schools
E.A.L	English as an Additional Language
E.C.As	Extra-Curricular Activities
E.S.L	English as a Second Language (our preferred acronym is E.A.L)
E.Y.S	Early Years (i.e. YN, YE, YR)
I.C.T	Information and Communication Technology
I.F.L.H	Independent Focussed Learning Hour
I.P.C	International Primary Curriculum
I.T	Information Technology
I.T.U	Integrated Thematic Unit (i.e. what students learn in the IPC)
L.L.L	Learning to Live, Learn and Lead (part of our curriculum)
L.P	Lower Primary (i.e. YN, YE, YR, Y1, Y2)
L.S	Learning Support
N.E.A.S.C	New England Association of School and Colleges
Number bonds	E.g. number bonds to ten: 8 +2, 4 + 6; to fifty: 25 + 25, 30 + 20 etcetera
Operations	There are four: +, −, ×, ÷
P.E	Physical Education
Phonics	Sounds represented by letters or groups of letters
P.L.T	Primary Leadership Team
P.S	Primary Section
P.S.H.E	Personal, Social, Health and Economic education (a.k.a. L.L.L)
P.S.M.T	Primary Section Management Team
P.T.S.C	Parent-Teacher-Student Conference
S.S.T	Student Support Team
U.P	Upper Primary (i.e. Y3, Y4, Y5, Y6)
W.S	Whole School
YG	Year Group i.e. our year groups in ascending order are YN, YE, YR, Y1, Y2, Y3, Y4, Y5, Y6

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Alarms

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There are two main types of alarm in BISJ:

- Fire alarm – which generally means exit the building
- Lock down alarm – the goal is to keep us safe from external danger such as an intruder or a nearby gas leak. Anyone in the building will be locked into the nearest available room and wait silently there until they hear an all-clear message.

Fire alarm

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

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

- Students must remain silent and so modelling by adults is appreciated.
- Everyone will follow the directions given by the staff.
- There is no time to change shoes or to put on coats.
- Possessions should be left behind.
- Everyone will go to the various assembly points.
- Everyone must wait silently for the next instructions.

At the assembly point, Class Teachers will meet (if not already with them) their class and line them up and waits for the Senior Secretaries and/or Administrative Assistant to hand out attendance lists.

Everyone (parents, students, staff) will stay in the designated areas until the Director has announced either a return to the building or an evacuation.

Lock down alarm

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

Animals

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No animals are allowed on school grounds without the direct approval of the Director or Primary Head Teacher.

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Arrival, lates, absences and medical issues***

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If your child is going to be absent from school or late from school you **must email** the Class Teacher and/or Secretary, or telephone the school, explaining the reason. This must be done before 08:00 on that school day. All absences and lates are recorded on a student's end-of-year report.

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 07:55 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. Being late not only affects the learning of your child.

Late arrival

“After 8 you are late”

A student is considered late if they arrive in the classroom after 08:00. Such students should first report to the office to announce their arrival. Please note that the classroom doors open on the 07:55 bell which gives all students sufficient time to get to their classroom, no matter where they are on the campus. Arriving at school late can have several negative impacts on your child, both short-term and long-term including:

- **Academic performance:** Singular lates can put your child on catch-up for the whole day. Repeated lateness can result in missed instructional time, making it harder for students to keep up with the curriculum and leading to gaps in knowledge.
- **Disruption to learning:** Late arrivals can disrupt the flow of the classroom, causing interruptions that affect both the tardy student and their peers.
- **Behavioural issues:** Students who are frequently late may exhibit behavioural problems, as they might feel disconnected from the school routine and expectations.
- **Social integration:** Arriving late can impact a student's ability to integrate socially, as they miss out on important socialization time with peers before class starts.
- **Emotional well-being:** Chronic lateness can contribute to stress and anxiety for students, as they may feel embarrassed or anxious about being late and missing out on important information.
- **Long-term habits:** Developing a habit of arriving late can affect students' time management skills and punctuality in the long run, influencing their behaviour in future academic settings and the workplace.

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Afternoon departure

As outlined in the [School day / timings***](#) section, the school day ends for children at different times depending upon their age:

YN	12:30
YE	12:30
YR	13:30
Y1-Y6	14:30

Afternoon departure arrangements for the YN, YE, YR, Y1 and Y2 students 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). Y3, Y4, Y5 and Y6 students will make their own way to the main gate or Basateen gate.

Please ensure your child is always collected on time. Children get upset if they feel that they have been forgotten or left behind. Any Lower Primary children not collected by 14:35 will be taken to the Lower Primary Office/Reception to await collection. Any Upper Primary children must wait on the benches by the main gate.

Unless your child is enrolled in an [extra-curricular activity](#) or [sporting programme](#), or unless they are actively and directly supervised by a parent/guardian, then they are expected to leave school by 14:35 at the latest. **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 staff do not provide additional supervision as they are engaged in running activities, preparation for teaching and learning, and/or attending after-school meetings.

Children are not allowed to be on the playgrounds or using any of the school equipment after school, even if being actively and directly supervised by a parent or guardian. Sadly, some children and parents have ignored this in the past, equipment has become damaged, and the learning experiences for many children the following day and beyond have been affected.

They must remain in the designated 'pick-up area' which is around the Administration building. They can only visit the cafeteria if actively and directly supervised by a parent or guardian.

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.

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. 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.

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Medical issues

A child who is suffering from sickness/diarrhoea or a fever of 37.7°C/100°F or above must remain at home. They can only return to school after **at least 24 hours** after the symptoms have ceased and without medication being required. This helps prevent illness spreading quickly amongst other children and staff.

Please do not give your child medication to 'get them through the school day' or to hide any sickness, diarrhoea or fever. Medication wears off, your child will feel terrible and then they must be sent home again, generally resulting in having more time off school than if they had stayed at home to fully recover. You also unfairly expose other children and staff to your child's illness.

Parents who knowingly send ill children to school often cause their child's teachers and classmates to also fall ill!

If your child becomes significantly ill during school, the clinic will contact you and ask you to collect them immediately to take them home or to take them to a medical centre. In such cases, any delay in collecting them is unfair on your child (and can make them medically worse) and risks the health and welfare of the clinical staff, staff in general and other students. **Please do not delay in collecting your child.**

If your child is absent from school for any contagious diseases have been diagnosed such as chicken pox, measles etc. then for the safety of all other students and staff, the clinic **must** be informed. You can contact them either by email (Clinic@conti.sch.sa) or by phone (012 283 4600 extension 222).

If your child has been absent due to headlice, then before they are allowed back in the classroom, they **must** visit the BISJ clinic for a thorough check.

Submit your child's medical details and keep it updated

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.

Only clinical staff can administer medication. If your child requires medication during the school day, the medication must be given to the BISJ clinic, clearly labelled with your child's name and written details of the dosage to be administered. If your child is taking medication at home, please notify your child's Class Teacher and the BISJ Clinic (Clinic@conti.sch.sa) as it may have an effect on your child at school.

Planned personal absences

When **requesting** a planned personal absence of 1-2 school days, please [email](#) your child's Class Teacher outlining the date(s) and details of the requested absence. They will determine if the absence is classed as authorised or unauthorised.

For planned personal absences of 3+ days, only the Head Teacher or Deputy Head Teacher (Pastoral) can determine if the absence is classed as authorised or unauthorised. Therefore, please [email](#) these people and your child's Class Teacher outlining the date(s) and details of the requested absence.

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Authorised absences

Authorised absences are when a student...

- Is ill for 1-2 days and the parent informed the school by 08:00 each day.
- Is ill for 3+ days and a medical certificate signed/stamped by a doctor has been produced to explain the absence – this can be done retrospectively.
- Is absent for **significant** personal reasons (e.g. family tragedy) which have been explained by the parent.

Unauthorised absences

This is when a student is absent from school and none of the above criteria are met. A prime example of this is when there is a family holiday. Please avoid any unauthorised absences as it can have an impact on your child's educational future, especially if you ever need to move to another school.

Catching up missed learning due to authorised and unauthorised absences

In such cases, parents often ask about 'catching up' missed learning. The approach to this varies depending upon the type and length of absence. An important point of information to share at this point is that most of the in-school learning is what we refer to as 'new' learning: when we learn something we didn't know before and as such, can often be insecure, fuzzy and unstable. Thus, our highly qualified teachers support the students through this learning process, using their wealth of knowledge, experience and resources. Meanwhile, most of the at-home learning (homework) is what we refer to as 'consolidated' learning: when the new learning becomes more secure, and eventually automatic and established. Home learning activities are usually based upon learning already done in school. Therefore, as a **general** guide:

Authorised absences of 1-5 continuous school days

For students absent due to medical reasons, please allow your child to recover and not to worry about schoolwork as we want them to fully recover. For all authorised absences, upon your child's return to school, staff will support them in 'catching up' missed learning. However, no extra work home learning will be set as this is seen as a punishing your child for being absent.

Authorised absences of 6+ continuous school days

For students absent due to medical reasons, please allow your child to recover and not to worry about schoolwork as we want them to fully recover. For all authorised absences, if you **really** feel the need to do some learning at home, please:

- Reflect on previous topics ('consolidate' previous learning)
- Read with your child
- Contact your child's Class Teacher to see how they can help. Please note that providing specific work/tasks may be problematic as is marking any work brought back due 'new' and 'consolidated' learning information and the types of topics currently being studied in school.

For all authorised absences, upon your child's return to school, staff will support them in 'catching up' missed learning. However, no extra work home learning will be set as this is seen as a punishing your child for being absent.

Unauthorised absences

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

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Assemblies

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Assemblies hold a range of benefits, for the individual, classes and the Primary Section. Assemblies can contribute to the spiritual, moral, social and cultural development of all students, by building shared values, learning 'audience etiquette', and creating a sense of belonging to a community. They build self-esteem amongst student; help develop important communication skills; develop social skills and support language development.

Performances within assemblies provides unique opportunities to develop clear speech, fluent delivery and pleasing social skills. Students who mix well with others find it easier to make friends and adjust to new situations. Our assembly programme helps to give the students the skills to be participants in all aspects of their lives, able to ask questions, seek answers and share information with others. As such, assemblies are inclusive and celebratory in nature. Weekly assemblies are usually held:

- Monday mornings from 08:20-08:50 for Year 1 and Year 2
- Tuesday mornings from 08:20-08:50 for Year 3 and Year 4
- Wednesday mornings from 08:20-08:50 for Year 5 and Year 6
- Thursday mornings from 08:10-08:50 for Upper Primary (Years 3, 4, 5, 6)

These gatherings are a chance for us to learn about common issues, to celebrate success and acknowledge achievements in a range of areas and share and showcase talents. Over the course of the year there will contributions from all classes as well as some individuals.

Each Y1-Y6 class performs a class assembly once a year. You will receive an official invitation letter in advance of the performance date. Knowing the energy and enthusiasm of our students, your child will be very excited and will probably tell you weeks in advance.

School song

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

BISJ is a school to remember
Keep it in your heart where all your special friends are
It's a great school where we all do our best
Get up everyone and seize the day

And day by day, you can grow
Try to improve yourself, as long as you know
You never give up, and nothing ventured, nothing gained
Well that's the story, go for glory

Do you hear the rhythm? Do you feel the music?
Harmony of life, we certainly improve it
Sixty different countries, sixty different cultures
Altogether every day, here are BISJ

Where in the world, is there more proof
That different cultures can live, under one roof
With Saudi our host, we work together every day
Well that's the way at BISJ

Maybe you're a boy or maybe you're a girl
But every one of us is a citizen of the world
Take what you learn from BISJ

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And help show others what we can say

Well BISJ is the place today
A school where we all can work and play
It's cool like an iceberg, so strong it will stay
It's Jeddah's B-ISJ

America, Africa, Europe or Asia
And one or two from Australasia
With Saudi our host, we make a true global community
Well that's the way at BISJ

Birthday song

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

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

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Awards and motivation

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

Intrinsic motivation

This comes from within the student and is more effective for long-term learning and engagement. Intrinsic rewards include a sense of accomplishment, the joy of learning, and the desire to master a subject. Hattie argues that when students are intrinsically motivated, they are more likely to engage deeply with the material and persist through challenges.

Extrinsic rewards

While extrinsic rewards, such as grades, praise, or tangible rewards, can be effective in the short term. However there is very strong evidence that they may undermine intrinsic motivation if overused. Extrinsic rewards can sometimes lead to a focus on the reward itself rather than the learning process, potentially reducing a student's natural interest and enjoyment in the subject matter.

Research findings and what we do throughout Primary

World-renowned research that involved 80 million children shows that intrinsic motivation has a higher impact on student learning than extrinsic rewards. Extrinsic rewards can be useful for motivating students initially but should be gradually phased out to encourage intrinsic motivation. Research suggests that educators should aim to foster intrinsic motivation by creating a learning environment that is engaging, challenging, and supportive. This includes providing meaningful feedback, opportunities for student choice, and tasks that are appropriately challenging to help students experience success and develop a sense of competence.

Intrinsic rewards are more beneficial for sustaining student motivation and achievement in the long run, while extrinsic rewards should be used carefully and not become the primary focus of the learning experience. As such, our focus throughout Primary is on intrinsic rewards. Your child will not come home with stickers, badges and more. Instead, we hope that they come home with intrinsic motivation and a true [love of learning](#).

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Behaviour***

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Golden Rule

Though there may be several routines and policies within Primary, we only have one rule, the Golden rule, which reads: 'We treat others the way we want to be treated'.



Positive Behaviour policy

The Primary Section's Positive Behaviour Policy has been drawn up to fully support the school's mission statement:

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

Our policy supports our belief that:

- Education should also enable children to develop emotionally, socially and morally.
- We must provide a safe secure environment for everyone.
- We should promote kindness and understanding for everyone.
- "We treat others the way we want to be treated" – otherwise known as our Golden Rule.

Positive behaviour stems from the development of positive relationships and must be taught, modelled and practised in order to be learnt, understood and internalised by children. Measures to promote behaviour are positive, consistent and age appropriate and should be proactive wherever possible, rather than reacting to a situation. The management of behaviour is an integral part of every staff member's professional responsibility, and we look for full support from our parents.

Some children will inevitably make behavioural choices that have inappropriate outcomes. When this happens, it could be the result of learning, social or emotional difficulties. In each case the personal circumstances of the child will be considered when formulating a plan of action and how the situation is handled. In general, we use restorative approaches.

Keeping you informed as parents

As parents, you are an integral part of our restorative process. We encourage you to work alongside us to support the teaching of important social and emotional life skills. As such, you must be kept informed of serious incidents (on the day they happen wherever possible) or any patterns of inappropriate behaviour. As such, for all incidents we ask ourselves as a school:

1. Do the parents of the child who instigated the incident need to be contacted?
2. Do the parents of the children who were affected by the incident need to be contacted?

The answer to question 1 is often very clear. The answer to question 2 is not always as clear as we need to balance the need to tell parents as much as possible with the need to be able to have sufficient time for teaching and learning. If we have any doubt, or if the matter is serious, we will contact you. Please note though that we will only share details about your child and not what is said and/or done with another family's child.

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Frequently asked parental question – ‘visible punishment’

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

If there are any children (or adults) who are affected by another student’s poor behaviour choices, most importantly staff will check that they are OK and assure them that we have time to listen and support them. We will also reassure them that the matter is being handled and state that although they might not see the consequences in action, that the matter will be resolved fairly and appropriately.

Class agreements

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

How you can help

- Remind your child about the ‘Golden Rule’.
- Help your child to see the world from the perspective of others – there are always multiple sides to any story.
- Avoid using rewards or punishments to influence the behaviour of your children (more often than not, these have the opposite effect).
- Encourage your child to be courteous to all, even those with whom they may not get along.
- Encourage your child to be generous and forgiving.
- Do not condone ‘tit-for-tat’ violence. In school, no excuse for violence is accepted.
- Please remember that there is no ‘one-size fits all’ approach to managing student behaviour. Every child, every situation is different.
- Contact your child’s Class Teacher or the staff member if the concerns, as required. If any subsequent investigation takes place, please be open and supportive of what is shared.

Birthdays

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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 Y1-Y6, 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.**
- No party/gift bags, drinks or additional food, or animals are allowed.
- 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!

For related information, please see the [Birthday song](#) section, the [Food \(snack/lunch\) and drink***](#) section and the [Nut-free Primary ***](#) section.

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Book day

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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.



Breakfast***

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After a good night's sleep, this is the most important meal of the day so please ensure that your child starts the day properly by providing them with an appropriate breakfast and, preferably, eat your own breakfast with them.

Did you know that according to research:

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

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

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Bring Your Own Device (BYOD)***

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Y3, Y4, Y5 and Y6 students should 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. Alternative electronic resources are possible, but we advise you to read the 'Bring Your Own Device' brochure issued by school for more details.

BYOD and Cyber-Safety Acceptable Use Agreement

The British International School of Jeddah is fully committed to creating the best possible learning environment for its students and staff. The BYOD programme is an important aspect of our aims to harness the power of the Internet and further integrate 21st century technologies into teaching and learning. We also believe that allowing our students this opportunity will help motivate them to take control of their learning and become life-long learners. To participate in the programme, both student and parent must read and sign an agreement. We further require that parents actively reinforce the norms of cyber safety and the expectations that we have of the child at home.

Devices should only be used during lessons as directed by the staff.

Any student who uses their device...

- **inappropriately at any time whilst at school**
- **before school for any reason**
- **during the school day for any reason**

... may have it confiscated. In such cases, the watch can only be returned to a parent in person (not nannies, siblings or back to the student).

For related information, please refer to the [Mobile phones***](#) section, the [Social media safety \(including taking photos/videos of children\)***](#) section and [Watches \(with phones\)***](#) section.

Cafeteria

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We have a cafeteria on site that is available to Y3-Y6 students during the school day. Students can only enter the cafeteria if they are buying food from it. All hot food and any 'messy' food must be consumed inside the cafeteria. Only food bought from the cafeteria can be consumed in the cafeteria – just like cafeterias and restaurants around the world.

After school, any student can be in the cafeteria as long as they are **actively supervised by an adult**.



Please see the [Food \(snack/lunch\) and drink***](#) section for more details and [Afternoon departure](#) section for related information.

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Charity events (student leadership)

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Throughout the academic year, several events are conducted to raise money for the school's associated charities, or student-own selected charities. A lot of the ideas come from the student council, with guidance from the various staff members.

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

- The students arrange a meeting with the Deputy Head Teacher (Pastoral).
- In the meeting:
 - The idea is discussed.
 - The suitability of the chosen charity is checked – we can only support charities that are registered in Saudi Arabia as legally we can only send money within the Kingdom, not abroad.
 - Alternatives and areas for improvement are discussed Experience suggests that we can sometimes have too many cupcake events).
 - Focus is given to what the student can make/do rather what they can personally buy and sell on.
- At the end of the meeting, all being well the student will be given a 'PS Charity Event Request Form' which will need completing and returning at least 2 weeks before the event for final approval.
- All being well, the charity event then takes place.

For related information, please see the [Student leadership](#) section for more details.

Chewing gum

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

Class mixing

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It is our policy towards the end of each academic year to re-shuffle our respective year groups and organise the students into new classes for the following academic year.

The class mixing process is a complex one. Our aim is to create broadly homogenous groups with a balance of gender, English language proficiency, learning support needs, behavioural and social-emotional considerations, and overall ability. We also try to ensure that each child has other students they are familiar with as they move forward into the next class, although this is not always possible.

The work of creating the new classes takes many hours and it is one that our teaching teams and other staff members undertake with great care and professionalism. They then revisit the mix over a period of several weeks and go to great lengths to provide the best overall balance.

As such it is not possible for us to take into consideration individual parent or student requests, whether this is for friendships or specific teachers.

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Clinic

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We have a clinic on site that is staffed by fully qualified nurses. If children fall ill during the day or have an accident, then the clinical staff will be involved. For more information about the clinic, please refer to the [Arrival, lates, absences and medical issues***](#) section. Should you need to contact the clinic, this information can be found in the [Who to contact](#) section.

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Clothing and lost property***

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School uniform

All children are expected to wear the following school uniform. Early Years refers to YN, YE and YR. In Early Years Please bring one complete set of clothes, including underwear, into school to leave in your child's classroom.

Apart from footwear and unless stated otherwise, the school shop is the sole supplier of all listed clothing items.



Students
showing off our
School Uniform



	COLOUR	CLOTHING
Hat	Navy blue	School hat (encouraged but optional)
Early Years tops	Red	School polo shirt
Early Years top layer for cooler weather	Navy blue	School sweatshirt
Early Years bottoms	Navy blue	Shorts/skorts, trousers or leggings with elastic waist <i>Does not need to be purchased from school shop</i>
Early Years footwear	Black, grey or blue	Trainers with Velcro fastening (no laces)
	Black, blue or white	Socks
Y1-Y6 tops	White	School polo shirt
Y1-Y6 top layer for cooler weather	Navy blue	School sweatshirt <i>This is an optional item. However no other over garment will be allowed when the weather is cool</i>
Y1-Y6 bottoms	Navy blue	School shorts/skorts School trousers School skirt No leggings/tights
Y1-Y6 footwear	Plain black	Shoes Must be totally black and no other colour on them
	Plain black or white	Socks
Y1-Y6 P.E kits		School House T-shirt (you will be notified of the house team) Black shorts Trainers or sports shoes (any colour) without studs/spikes

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P.E / sporting extra-curricular activities kit and requirements

For Early Years children (YN, YE, YR), they are active for much of the school day and their uniform reflects this. They do not change for P.E. and as such, there is no school P.E kit requirements other than a water-bottle and a hat in case their lesson is outside and also a hat.

For Y1-Y6 children all children must wear:

- School House T-shirt (North-Red, East-Blue, South-Green, West-Yellow).
- School P.E. shorts.
- Trainers or sports shoes (any colour) **without** studs/spikes.
- When lessons are outside:
 - A water bottle
 - A hat

Changing for P.E

For Early Years children (YN, YE, YR) and as mentioned above, the children will not get changed.

For Y1-Y6 children, a change is policy from August 2024. On a weekend day, many Primary-aged children remain in the same clothes throughout the whole day, no matter how much fun and excitement they have outside. At school, on non-P.E days, children remain in the same clothes throughout the whole day, no matter how much fun and excitement they have at playtime. In both cases, these children remain healthy and happy. Therefore, to help reduce...

- the amount of lost learning time that your child spends changing into/out of P.E kits
- the number of items your child needs to bring and carry around school
- the chance of losing random items of clothing

... for days that your Y1-Y6 child has a P.E lesson, they can come to school in their P.E kit and remain in their kit for the whole day. If you wish your child to change into school uniform after a P.E lesson, your child may bring such uniform to school and change into it during breaktime in the appropriate bathroom.

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 at the swimming complex.

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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

Please refer to our [website](#) for more information.

Labelling children's clothing

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

Lost property

As your child progresses through the school, please encourage them to be responsible for remembering to bring their own 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.

Community Action Service (CAS) Students

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

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Community events

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

Contact details ***

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It is important that the school has ALL your contact details. 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 Jeddah, 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.

Cyber-safety

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Please refer to the [Bring Your Own Device \(BYOD\)***](#) section and [Bring Your Own IT Device \(BYOD\) and Cyber-Safety Acceptable Use Agreement](#) section for details.

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Daily essentials***

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There are some items that the students must 'bring' **every** day:

- Blue Book Bag (see below)
- [Bring Your Own Device \(Y3-Y6 only\)](#)
- [Food \(snack/lunch\) and drink***](#)
- School supplies (see below)
- [School uniform](#)

Blue Book Bag

As part of the school 'uniform', your child is required to have a school 'Blue Book Bag' **that 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.

School supplies

Year 1 & Year 2

- Pencil case
- 3 x HB pencils
- A ruler
- Pencil sharpener
- An eraser
- Colouring pencils
- Blue Book Bag *sold in the uniform shop*

Year 3 to Year 6

- 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
- A recorder (Year 3 & 4) *sold in the uniform shop*
- Blue Book Bag *sold in the uniform shop*

Extra-Curricular Activities (ECAs)

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Primary has a wealth of ECAs though they are primarily aimed at the older children. ECAs are provided by both staff and external agencies. They are run at multiple times throughout the year. Whenever a new ECA programme is about to begin, you will be provided with a wealth of information by the ECA Coordinator – [click here for their email](#). Should you join the school mid-year and the ECA programme is already underway, please consult with your child's Class Teacher who will be able to direct you to those staff members responsible for the organisation of ECAs.

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Entrance papers & references for students going to other schools

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Eventually, families move away from BISJ and hence, need to enrol their children in another school. In such circumstances, should their new school require entrance papers to be sat and/or references to be made then please contact the Deputy Head Teacher (Administration).

Festival of Football & Seasonal Fair

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This is the biggest annual sporting and social event on the BISJ calendar and 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 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 Seasonal 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!



Field trips

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

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

Specifically asked to help out

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

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Invited to attend and enjoy the experience

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

Buying things for your own child

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

First aid

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In addition to the medical staff who work in our clinic located by the main gate, many staff members have qualifications in administering first aid. For related information, please refer to the [Medical issues & school policy](#) section.

First three weeks of school***

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

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

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Food (snack/lunch) and drink***

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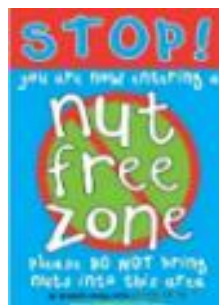
There are two breaks for food during the school day, first break and lunch. Both times are communal events that take place within a group to encourage healthy eating habits. Students will eat outside on the benches unless the weather is deemed too hot, whereby they will remain inside

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 – see [Healthy snack](#) section. Please do read it carefully and help your child to understand the importance of a good diet whilst also noting:

- 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 enough food for the whole school day (preferably a fruit snack and packed lunch).
- For Y3-Y6 students, the school cafeteria is open every day to buy a range of snacks and meals. Please ensure that your child keeps their money in a safe place in their bag. Staff are not responsible for looking after money. In general, SR15-25 per day is usually enough money.

All food brought into Primary MUST be nut-free

Please ensure that you adhere to the nut-free Primary rule as bringing nuts to school can potentially kill some students. **Any nut-based products found with students will be removed immediately.** For related information, please see the [Birthdays](#) section and the [Nut-free Primary***](#) section.



Healthy snack

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

Yes	<ul style="list-style-type: none"> • Lunchbox with child's name • Sandwiches • Vegetable sticks • Dried fruits, dates or olives • Low sugar cereal/granola bars 	<ul style="list-style-type: none"> • Natural yoghurt or labneh • Milk or juice • Fresh fruit that, for younger children, may be already cut-up and ready to eat
No	<ul style="list-style-type: none"> • Nuts (due to allergies)* • Peanut/nut butter (due to allergies)* • Sweets • Chocolate or chocolate spread 	<ul style="list-style-type: none"> • Crisps/potato chips • Drinks in glass bottles • Fizzy drinks • Canned drinks

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Golden Book

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This is a recognition of a child's efforts (rather than being an [award](#)) regarding the [4 Rs](#):

Reciprocity
Reflectiveness
Resilience
Resourcefulness

... as well a student's commitment to our [Golden Rule](#). The Golden Book recognition slip is issued most weeks to one child per class. They are then entered into the Golden Book and their photo is taken and shared on social media. Given that some classes have up to 24 children in them, we thank our parents for their understanding and patience in knowing that their child might not receive this recognition slip until late on in the academic year.

Holidays

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BISJ observes Saudi national holidays. Apart from these, the Director proposes the dates for major school breaks in cooperation with the Board of Trustees. You may access the school calendar for the current academic year months in advance by visiting our website.

Parents are asked to arrange family vacations and trips to coincide with school holidays, which may be posted up to a year in advance. If you need to submit a request for leave during school time, please read the [Arrival, lates, absences and medical issues***](#) for more details

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House system (student leadership)

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To further promote teamwork and to foster a sense of belonging in our expanding school, BISJ runs a House System. Each child (and nearly every staff member) is allocated to one of four houses. House activities and assemblies promote leadership and develop a sense, not only of good sportsmanship but also good team spirit – being an active and valuable part of a team whether it be in the context of the class, House or sporting team.

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

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

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



House Captains and Vice Captains (student leadership)

Each house is led by two House Captains (Y6 boy and girl) and two Vice Captains (Y6 boy and girl). These roles are important. Not only are they setting the example to other students on how to be a true BISJ Primary student, but they are heavily involved in building team spirit, supporting younger students and providing opportunities for other students to shine. The House Team regularly meets with their [House Leaders](#) to discuss matters relevant to team building and Primary Section spirit. They are also involved, wherever possible, in our weekly [assemblies](#).

The selection process of these student leaders begins in the last term of Y5. Students and parents will be informed of the details necessary and by the end of the academic year, all Primary staff will have voted for which students they believe most suit the responsibilities and specification required.

Main responsibilities

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

- Support the school mission, principles and values
- Represent the whole house and receive relevant awards in assemblies and on special event days
- Organise inter-house events which encourage team effort
- Motivate team members to support their House
- Provide support to those students who may find some house events challenging
- Act as BISJ ambassadors at community events
- Receive and welcome important visitors into school
- Attend house meetings on a weekly basis or as required; such meetings may be held after school
- Lead assemblies as requested

Person specification

The student must:

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- Have an excellent track record of behaviour
- Have an excellent attitude to learning
- Have consistently demonstrate the 4Rs:
 - Reciprocity
 - Reflectiveness
 - Resilience
 - Resourcefulness
- Consistently demonstrate the Golden Rule
- Show good organisational skills
- Be proud of our school
- Be cheerful and positive, even in times of difficulty
- Be well presented and proudly wear their house badge whilst at BISJ

For related information, please see the [Student leadership](#) section for more details.



International Day

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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!



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Leaving Primary forever

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There comes a time when your child may leave the Primary Section forever. Of course, we will be sad to see you go and will do whatever we can within our powers to support you in your move. If your child is leaving please [email](#) your child's Class Teacher, the Senior Secretary AND the Registrar (registrar@conti.sch.sa) as soon as possible so that any necessary paperwork can be completed.

If there needs to be any [entrance papers and/or references](#) to be completed for a new school, please check this section for more details.

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

Transition

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

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

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

For those families who are interested, we have also made a transition guide that might be useful – please [email](#) the Deputy Head Teacher (Pastoral) for a copy.

Medical***

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We have a clinic on site that is staffed by fully qualified nurses. If children fall ill during the day or have an accident, then the clinical staff will be involved. For more information about the clinic, please refer to the [Arrival, lates, absences and medical issues***](#) section. Should you need to contact the clinic, this information can be found in the [Who to contact](#) section.

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Mobile phones***

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Mobile phones are only allowed to be used by the student **after** the school day has finished. Students bring mobile phones to school at their own risk and are responsible for their own safe keeping.

If a student needs to contact someone during the school day, they must do so via the appropriate office. They must not use their phone unless it is after-school hours, and they are not involved in an extra-curricular activity.

Any student who uses their phone...

- inappropriately at any time whilst at school
- before school for any reason
- during the school day for any reason

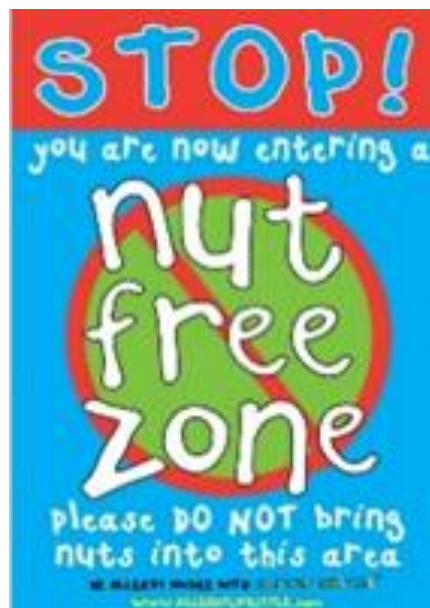
... may have it confiscated. In such cases, the phone can only be returned to a parent in person (not nannies, siblings or back to the student).

For related information, please refer to the [Bring Your Own Device \(BYOD\)***](#) section, the [Social media safety \(including taking photos/videos of children\)***](#) section and the [Watches \(with phones\)](#) section.

Nut-free Primary***

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Several of our students suffer from severe nut allergies. Should they be exposed to **any** form of nut (including nut-butter), this can result in them having an [anaphylactic](#) reaction which can potentially kill them. Our students often visit other classrooms and so to reduce the unthinkable happening, **all areas of the Primary Section must remain nut-free**. This means that food brought from home must not contain any kind of nuts or nut-based products i.e. peanuts, nut-butter, Nutella, walnuts, hazelnuts, almonds, cashews, pecans, pistachios etc. Thank you for your understanding and support on this important matter.



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

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Parent-Teacher-Student Conferences (PTSCs)

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Please visit the [this section](#) for more details.

Phones

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

Photos and videos of students

[Click to return to contents](#)

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

Play and playgrounds before/after school (including school equipment)

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

Before school (07:45), there is no staff supervision for students. 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, student who are not in an [extra-curricular activity](#) or [sports teams](#) must go home or if absolutely necessary, wait in the designated pick-up area as outlined in the [Afternoon departure](#) section.

In the interests of safety and to ensure that the equipment is not damaged by others, no children are allowed on the outdoor climbing frames/slides or to use the play equipment outside of the school day.

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Playground Leaders (student leadership)

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This is part of our Student Leadership programme and is available for all Y6 students. Being a Playground Leader is an important student leadership role within Primary that is ideal for children who are: highly organised; able to work well with others; patient; caring; dedicated to providing an enjoyable playground experience to our Year 2 children.

To become a Playground Leader, **both you and your child** will need to complete an online application form. Students who have other roles/responsibilities/activities in Primary can apply to be a Playground Leader but must ensure they bring 100% commitment to all that they do.

Places are limited but if your child is selected as a Playground Leader then they will:

- Attend one lunchtime training session to prepare for the role
- Provide playground games to Y2, one lunchtime a week for approximately six weeks under the supervision duty staff members.

Y6 students who have already been a Playground Leader earlier in the academic year can reapply although priority will be given to those interested students who have not yet had the opportunity to be in the role. This is a highly rewarding and enjoyable role, and we know that the Year 2 students really enjoy the activities that the Playground Leaders provide.

For related information, please see the [Student leadership](#) section for more details.

School song

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

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Show week

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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.



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Sleep***

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

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

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

Smartwatches

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

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

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

Advice to parents

It is often surprising to staff, the types of social media that students use as much of it appears to be above the recommended age for the students. As parents are often unaware of the recommended age restrictions for the more popular apps and games, please see table below which was correct at the time of writing:

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

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

For related information, please refer to the [Bring Your Own Device \(BYOD\)***](#) section, the [Mobile phones***](#) section and the [Watches \(with phones\)***](#) section.

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Sports teams and inter-school tournaments

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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 must 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 must train very hard to be selected. There are separate boys' and girls' tournaments. 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.



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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 academic year. Team members can 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 email the Head of Swimming](#).



Student Council (student leadership)

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This is part of our Student Leadership programme and as such, is 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.

For related information, please see the [Student leadership](#) section for more details.



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Student leadership

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Our School's Vision statement mentions 'Learning to Lead', and so we are continually looking for opportunities where our students can develop their leadership skills and qualities. As such, we have a number of student leadership programmes available to the children, some of which include:

- Charity events: [click here](#) for more details
- House Captains and House Vice Captains: [click here](#) for more details
- Playground Leaders: [click here](#) for more details
- Student Council: [click here](#) for more details

Toys

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Toys are not allowed in school, unless requested by the Class Teacher as part of the planned ITU work. For related information, please refer to the [Watches \(with phones\)](#) section.

Volunteers

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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, 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 the Senior Secretary \(Lower Primary\)](#) for more details.

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Watches (including smart watches)***

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We welcome and actively encourage children to wear watches, especially if it supports them to tell the time. However, for smartwatches and those with phones/apps/games built into them, there are restrictions in place. Before school and during the school day, students must only use watches for telling the time. No other functions, such as using it as a [toy](#), is allowed during this time period. Please see the [Mobile phones***](#) section for more details.

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

Any student who uses their watch...

- **inappropriately at any time whilst at school**
- **before school for any reason other than to tell the time**
- **during the school day for any reason other than to tell the time**

... may have it confiscated. In such cases, the watch can only be returned to a parent in person (not nannies, siblings or back to the student).

For related information, please refer to the [Bring Your Own Device \(BYOD\)***](#) section, the [Mobile phones***](#) section and the [Social media safety \(including taking photos/videos of children\)***](#) section.