Anglican International School Jerusalem



PRIMARY YEARS PARENTS' HANDBOOK 2025-2026

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1. Overview

1.1 AISJ Mission Statement

The Anglican International School, Jerusalem (AISJ) is an internationally accredited, Nursery to Grade 12 School for students aged 2 – 19. It is dedicated to preparing students to succeed throughout the world, in schools, universities, future responsibilities and careers and is founded upon Christian beliefs and values.

AISJ's mission is to create a student-focused academic and educational environment, which aspires to achieve excellence. It promotes Christian beliefs and values whilst respecting the rich and diverse communities within the school and in its unique location. Its goal is to empower all students to become responsible world citizens.

Within AISJ we believe that:

- Each member of the community should be valued as a uniquely created individual.
- Students should be encouraged and enabled to realise their own full potential.
- Our school environment must enable the whole being – spiritual, moral, emotional, intellectual, social and physical – to be nurtured and developed.
- Mutual respect and appreciation flow from a fostering of attitudes of honesty, integrity, care and social responsibility.
- The international nature of our community enhances the learning experiences and social interactions of our students, staff and families.
- Parental support and involvement are vital to the realisation of a shared community vision.
- Effective learning is achieved through stimulating students' curiosity, creativity and enthusiasm.
- A spirit of co-operation, coupled with development of individual study skills, self-discipline and analytical thinking will equip our students for present and future learning.
- The Judaeo-Christian scriptures are the source for the school's framework of Christian beliefs and values.

1.2 School Governance

The Anglican International School, Jerusalem (AISJ) is an educational service provided by the Israel Trust of the Anglican Church (ITAC) for the diverse communities of the city. ITAC offers other services in Israel and is accountable to the Council of CMJ, as detailed on the website:

http://www.cmj-israel.org/.

The AISJ Board has delegated powers from ITAC. The school is governed by a Board of 7 members, which includes the Director of CMJ-Israel, the Director of AISJ, at least one staff member and at least one parent member. The names and contact details of the board members are available on request.

The Board meets approximately every 6 weeks. Representatives from the Board aim to attend Parent-Staff functions in school such as Cheese and Wine Evenings, International Dinners and Graduations. In addition, the Board holds an Annual General Meeting to which all parents are invited.

The School Principal has powers delegated from the School Board for the day-to-day management of the school and is accountable to the Board. The Principal is responsible for the employment, training, supervision, management and evaluation of all staff.

The Principal (who is also the Head of Secondary) & Head of Elementary form the Senior Management Team (SMT) and, beyond the SMT, there is the Extended Management Team.

The Anglican International School Jerusalem is an MSA accredited School and offers a MSA Programme and Graduation to all its High School Students. AISJ is also a member of the Council of British International Schools (COBIS) and the Elementary School and Pre-School are also accredited by the British Schools Overseas (BSO).

Administration Management Group (SMG):

Principal:	Mr Devin Mitchell
Head of Secondary:	Mr Devin Mitchell
Head of Elementary:	Mrs Michelle Loubser

2. Curriculum

2.1 English

The English National Curriculum programme of study for English at Key Stages 1 and 2 (Primary Years) and the corresponding attainment target levels are followed at AISJ.

Our aim is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.



The main areas are:

- Spoken Language
- Reading
  - Word reading including Phonics
  - Comprehension (both listening and reading)
- Writing
  - Transcription (spelling and handwriting)
  - Composition (articulating ideas and structuring them in speech and writing)
- Spelling, vocabulary, grammar and punctuation

2.2 Mathematics

The English National Curriculum programme of study for Mathematics at Key Stages 1 and 2 and the corresponding attainment target levels are followed at AISJ. The Mathematics curriculum is delivered by following the 'Maths No Problem' Mastery Curriculum. This is in line with current international best practice to develop mathematical fluency with deeper level problem solving.

The aims of the curriculum are that pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately, including mental and written methods.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

2.3 International Primary Curriculum

The International Primary Curriculum (IPC) is an internationally-minded, thematic, cross-curricular and rigorous teaching structure used in over 85 countries. Learning with the IPC means that students focus on a combination of academic, personal and international learning that is exciting and challenging. The aim of the IPC is to help every child enjoy the learning of Science and foundation subjects to develop an enquiring mind, the personal attributes that will help throughout teenage and adult years, and to develop a sense of his or her own nationality and culture whilst developing a profound respect for the nationalities and cultures of others. Through the IPC approach to learning, students develop the knowledge, skills and understanding necessary to confidently face the world of tomorrow.

Each IPC unit begins with an Entry Point, to introduce the topic and discover the current knowledge of the students in the topic area, and ends with an Exit Point, to celebrate and show the learning that has taken place. Parents will be invited to attend some Exit Points and or Assemblies through the year with presentations by the students and shared snacks!

2.4 Physical Education (P.E.)

At AISJ we value Physical Education (PE). Lessons are taught according to the PE curriculum and assessments are done at the end of each term. PE is taught at appropriate levels from Nursery (N) to PY6. From PY1 to PY6, PE lessons are scheduled on each day, Monday through Thursday.



The PE curriculum develops knowledge and skills in a variety of sports, from basketball to football, gymnastics to dance. AISJ also offers swimming as a curriculum subject to PY3 - PY6 students in allocated 'blocks' of several weeks. Across all classes, sportsman-like behaviour is encouraged and team work developed alongside individual skill and ability.

Learners are expected to participate fully in the school programme, unless a medical reason prevents them from doing so. A **full, named bottle of water** is required for your child's participation in PE lessons and a suitable hat is also required during the Summer months. For additional information about the compulsory PE outfit, see 5.7 Dress code.

There is the Elementary Sports Day to celebrate the sporting skills students have learned throughout the year. PY6 also join the Secondary Sports Day as part of their transition process.

In addition to the normal PE lessons, an additional physical training lesson is given to selected students who would benefit from more focussed core, co-ordination and balance development. Parents are consulted if their child is included in these lessons.

Pupils from PY3 - PY6 attend 'blocks' of six weeks formal swimming tuition from certified swimming instructors on a rotation basis. We will be using Amjad Transport to take students to and from the Lerner sports centre swimming pool. This pool is located on Mount Scopus and is a brand new facility. Learners will be accompanied by AISJ staff there and back.

2.5 Art and Design



Art is taught within the IPC units. This integrated approach to learning allows our learners to explore art concepts through different lenses and make connections between various areas of learning. Teachers have access to expertise through the assistance of the Secondary art teachers.

2.6 Music

We have a specialist Music Teacher who is the Music Coordinator across the whole school as well as being responsible for organising all the extra-curricular music and theatre activities.

Music is integrated across many areas of learning and from Nursery to PY6 students are given one period of Music a week where the opportunity for individual creativity in composition and performance is developed. The Music Teacher integrates the lessons with the IPC units of each class, as well as working towards whole school productions and events. A Music Theatre is also available for students in PY5, PY6 and secondary school and a Music and Drama Production is performed every year.

2.7 Religious Education (RE)

From Nursery to PY6, Religious Education is taught as a separate subject for one period a week.



Religious Education is taught through an enquiry approach, so that the children learn about the Christian faith and also other faiths. Children learn how beliefs affect how different people live. The teaching approach encourages respect for all faiths or those with no faith. Living in Jerusalem is a unique opportunity to explore the rich variety of religion here; students therefore learn about the customs and values of the Jewish and Muslim religions as well as those of Christianity and also briefly look at Hinduism and Sikhism.

2.8 I.C.T.

At AISJ we aim to integrate ICT into other curriculum subjects as well as dedicated computing lessons. This is often through using computers as a vehicle for research projects or to support subject teaching through educational programmes and games.



Each classroom is equipped with a computer linked to an Interactive White Board so that educational programmes linked with Mathematics, English or IPC can be shared with the whole class. This provides a visual learning tool for students. In addition, there are laptops available which can be used by students to consolidate English and Mathematic skills or research an IPC topic. Students in Elementary also have a sets of laptops and Chrome Books to enable research or allow opportunities to develop presentation of work across different subjects. In addition there is also one lesson a week scheduled for the computer suite and besides the usual programmes students are also taught basic programming through packages like 'Scratch'.

2.9 Languages

At AISJ students come from a wide range of countries and cultures, with many different languages spoken as a result. In the Elementary School, we initially aim to develop the English language of students, which is the primary language of instruction in the Elementary and Secondary school programmes, termed 'Language A' in Secondary school.

However, as an International School we also recognise the importance of students learning and developing their ability in a range of languages. We offer French as well as the local languages of Hebrew and Arabic. In PY1 and PY2, these are introduced in a highly successful weekly 'Language Awareness lesson'. From PY3 - PY6. Pupils choose one of these languages to study as an additional language in Elementary for one lesson per week. If a student has specific language requirements and will benefit more by additional English lessons, these additional English lessons will then take place during the dedicated foreign language periods. We encourage students to continue to keep up their mother tongue through private lessons outside of the school day. The Language Coordinators in Elementary and Secondary are able to provide some advice on tutors for a range of languages.

2.9.1 French

French is taught from PY3 to PY6 for one period a week by a Specialist French teacher broadly following the Rising Stars French Curriculum.

2.9.2 Hebrew

Hebrew is taught on a conversational level by a fluent Hebrew speaking teacher following the outline and structure of the French curriculum and differentiated to accommodate individual student's ability. Reading and writing is included for students as they progress in their language acquisition.

2.9.3 Arabic

Arabic is taught on a conversational level by a fluent Arabic speaking teacher following the outline and structure of the French curriculum and differentiated to accommodate individual student's ability. Reading and writing is included for students as they progress in their language acquisition.

2.10 English as an Additional Language (E.A.L.)

At AISJ many students join us with little or no English language. In the Early Years classes, students learn English through the curriculum and their play with peers. For students from PY1 - PY6, English as an Additional Language (EAL) lessons are offered and structured after evaluation by the EAL and Inclusion Team. Parents are given full details of these intervention lessons.

2.11 Learning Support Programme (Inclusion Needs)

At AISJ we value each individual and aim to encourage every child to reach their own potential. All students learn in different ways and display varied abilities.

With existing or new students, specific issues may be identified by the Homeroom Teacher. If this happens, the Homeroom Teacher will discuss the concern with the Head of Elementary and the Inclusion Support Coordinator, who will then contact the parents to obtain permission to meet the student individually to carry out assessments. Feedback is provided to the Homeroom Teacher and parents and the next steps are decided, including strategies for learning in the classroom and what extra support may be needed from the learning support team.

Where a new student has existing specific learning needs already identified, the Elementary Inclusion Support Coordinator will contact the parents and endeavour to develop a programme which meets that child's needs. The support programme may include separate lessons with the Inclusion Support team or extra support in class with the Inclusion / Teaching Assistant. The support programme may also include the support of outside specialist speech or occupational therapists or educational psychologists.

If you have any concerns with your child's learning or ability to access the curriculum being taught, please be in touch with your child's Class Teacher.

Where Inclusion support is required in addition to that provided by the Class Teacher and Teaching Assistant, there may be a charge. This will be discussed with the parents in advance of developing the specialised programme for the child.

3. Extra-Curricular Programme

All after school activities are arranged by an appointed member of the AISJ team. Parents are notified at the beginning of each term, the activities that are on offer. No clubs are offered on Friday.

3.1 Sport and Art Activities

All after school Sport and Art activities are notified at the beginning of each term.

3.2 Music

We have a long-standing tradition of enabling students to learn a musical instrument and are fortunate in having an excellent team of visiting staff who offer tuition in a wide range of musical instruments. Individual instrumental lessons take place at the **end of the school day**. There is a cost for the

instrumental lessons and a booking system is organised through the Music Coordinator, Mrs Judith Litoff.

This year private tuition in the following instruments is available: Piano (classical or jazz and improvisation), Violin, Flute, Saxophone, Clarinet, Guitar (classical, acoustic or electric), Euphonium, Trumpet, Percussion, Recorder and Voice.



Details are provided by the Music Coordinator and signup is available online following the same procedure as for after school clubs.

For any questions regarding after school activities, please feel free to contact:

Ms. Yael Katz (Club Coordinator) yael.k@aisj.co.il

Mrs. Judith Litoff (Music and Theatre Coordinator) litoffj@aisj.co.il

4. Structure of Elementary

4.1 Classes and Teachers (2026 - 2027)

Class	Milepost	Teacher	Teaching Assistant and Learning Support
PY1 (Primary Year 1) Age 5 – 6 years (UK Year 1)	1	Mrs Riquel Garfield, Milepost 1 leader Mrs Jo Shoshani (Friday)	Mr Nikolay Fedoruk Mrs Batia Cohen Mrs Jo Shoshani Mrs Hettie Flanzer Mrs Kirsti Amar
PY2 (Primary Year 2) Age 6 – 7 years (UK Year 2)		Mrs Anna Teytlebaum	
PY3 (Primary Year 3) Age 7 – 8 years (UK Year 3)	2	Mrs Lina Amiga	
PY4 (Primary Year 4) Age 8 – 9 years (UK Year 4)		Mrs Samantha Mihaescu, Milepost 2 leader	
PY5 (Primary Year 5) Age 9 – 10 years (UK Year 5)	3	Mrs Elisa Pearlman	
PY6 (Primary Year 6) Age 10 – 11 years (UK Year 6)		Mrs. Jihan Khoury, Milepost 3 leader and Arabic teacher	

Please note that Support staff work as a team with different specialisms so may work across different classes.

Additional Staff:

Music Teacher	Mrs. Judith Litoff
Physical Education Teacher	Ms. Chana Weinberg
French Teacher	Dr. Frederique Schillo
Inclusion Needs Coordinator & Hebrew Teacher	Mrs. Fay Blau
In Inclusion Needs Teacher	Mrs Erika Turtletaub
Specific Learning Difficulties Teacher	*Ms. Jo Schnee Weiss*
Educational Psychologist	*Dr. Abram Stern*

4.2 Staff Contact Details

The first point of contact between parents and school in the Primary Years is your child's **Class Teacher**. The class teacher is responsible for the pastoral welfare of your son / daughter and will make contact with you as necessary via email or telephone. If you have a concern or question or feel you need to speak to a specific member of faculty staff, contact the class teacher who will initially answer your concerns and put you in contact with other members of staff.

Please note that staff are not usually able to look at emails during the school day apart from to check on any changes to travel arrangements at 2.15pm.

4.3 The School Day – Timetable

Monday – Thursday

Time	Event
7:45 – 8:00	Registration
8:00 – 9:40	Lessons (flexible lesson periods of 20/40/60 min)
9:40 – 10:00	Snack/Supervised outdoor play
10:00 – 11:40	Lessons (flexible lesson periods of 20/40/60 min)
11:40 – 12:20	LUNCH/Supervised outdoor play
12:20 – 12:30	Homeroom
12:30 – 14:30	Lessons (flexible lesson periods of 20/40/60 min)

Friday

Time	Event
7:45 – 8:00	Registration
8:00 – 8:40	Elementary Assembly
8:40 – 9:20	Lessons (flexible lesson periods of 20/40/60 min)
9:20 -9.40	Snack/Supervised outdoor play
9:40 – 11:20	Lessons (flexible lesson periods of 20/40/60 min)
11:20-12:00	LUNCH/Supervised outdoor play
12:00-12:40	Fantastic Friday/Finishing off time
12:40 – 12:50	Homeroom
Time	**Event**

4.4 Houses

Students are allocated to one of the three houses: Bradnack, Thomas or Clarke. These houses are named after people that have contributed significantly to the existence of AISJ. Students can earn house points for participation in house activities, good conduct, showing kindness, caring, excelling in a particular task, good effort, perseverance, etc. The 'winning house' that accumulates the most house points over a specified period of weeks is given a reward or treat in the form of a film, extra playtime allocated, etc.

Students take great pride in their house and besides encouraging positive behaviour, it also allows students from different year groups to work together towards a common goal and to create a feeling of 'belonging' where there is always a 'house buddy' to turn to.

5. Practical information:

5.1 Assemblies

We believe in the value of coming together as a community to learn about the beliefs and values of the Christian nature of our school. Primary has two Assemblies a week held on Monday and Friday mornings.

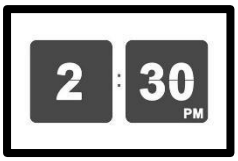


Assemblies may be devotional or instructional and are based on Christian principles. Celebrating the diversity of cultures and personalities within the group and learning to respect our differences are aspects taught through Bible stories or teachings of key influential Christian characters. We talk about the relevant festivals of all the major religions in Jerusalem and their relevance to everyday living, particularly celebrating the Christian festivals of Christmas and Easter.

All students from PY1 to PY6 are required to attend Assemblies. These Assemblies may be based in the Cadbury Hall, Homeroom or Chorlton Hall. The Principal, Head of Elementary, Homeroom Teachers or guest speakers may lead these.

5.2 Attendance and lateness policy





We encourage the students to build up good habits of punctual and regular attendance at school. From their very first days at school all students, however young, should attend school promptly and regularly.

We expect PY1 to PY6 students to be at school by 7.45am for morning register. Please ensure that your child is picked up promptly at the end of the day at 2.30pm Monday to Thursday and 12.50pm Friday.

Please email or phone the school and or class teacher if pick up is going to be 10 or more minutes late. Students will be supervised on the platform area by a staff member until collected on these rare occasions. If your child has not been collected by the arranged time then they will be sent to the Heritage Centre to wait there. This, however, is not a regular arrangement and is to be used only on rare occasions of emergency, unforeseen traffic congestion or unexpected circumstances.

A copy of the attendance policy can be requested from the office.

5.3 Student illness or absence

A list of excused absences is available from the office, student illness being amongst those. If your child is ill at home, has had a fever and needs to be kept at home for 24 hours, please phone the school number: **972 (0)2 567 7200** or email your child's Homeroom Teacher.



If your child becomes ill or is injured at school, the class teacher or staff member on duty in the lesson or break time, will send for the nurse or send the child with another child to the nurse. An accident record is kept by the school nurse to record any injuries or illnesses sustained during the school day. If the accident is more serious, the nurse will call the parents and inform them of the situation. If your child needs to be taken home, the school nurse will contact the parents directly. Primary children may not travel home alone if unwell during the school day.

5.4 School Matron

The School Nurse is available every day for overseeing issues regarding health and well-being of the students, whether in school, on trips or at school related special events. The matron carries out first aid or emergency care for unwell or injured students, administers medication where needed, keeps incident reports and maintains the medical records, including conducting health screening programmes. The matron also has an input in school health education, including healthy eating, hygiene and social / behavioural issues, and contributes to the learning support team where necessary. The school also has several staff members who are qualified in first aid and are able to assist if the matron is absent.

Students requiring emergency medical aid will be taken to the nearest medical practitioner or emergency department. Parents will be contacted and informed of the situation as soon as possible. Parents, who for medical or other reasons, do not want students to receive any medications, should inform the school in writing at the start of the year.

5.5 Birthdays

Throughout the year when students wish to celebrate their birthdays with the class, it can be done during a portion of the snack period, parents must please seek prior arrangement with the Class Teacher.



Teachers prefer that you do not send in an entire birthday cake, as it is difficult to cut and distribute. Items that can be passed out easily such as cookies, squares, cupcakes or individually wrapped items are best. **Party and or prize bags are not allowed**. Do please provide napkins or paper plates if needed.

WE HAVE A NUMBER OF CHILDREN IN SCHOOL WITH SEVERE ALLERGIES. PARENTS OF THOSE CLASSES WILL BE INFORMED AND REQUESTED TO AVOID SENDING CERTAIN FOODS.

5.6 Break times

Primary Years students are not permitted to leave the school grounds without supervision at any time during the school day.

There is always a member of staff on duty at playtimes. Before school, break and lunch time outside duties are taken seriously by staff members with a clear policy on expectations of staff on duty, and students' behaviour.

5.7 Dress code

Individual rights to style and taste will be respected, but any type of clothing that would tend to cause distractions or be disruptive to the educational process, the classroom or other students, is not allowed. School policy on clothing **discourages the use of logos or statements** and clothing which aims to make a particular religious or political statement, and also those that distract other pupils from learning or appropriate behaviour such as those of online games or football teams

Primary Years students need to be dressed in a practical way, to ensure comfort in the classroom and for running around and playing at break times. Shoes which have backs and shoes with no heels are requested to reduce the risk of sprained ankles on the playground.

Please assist us by ensuring that your child is appropriately dressed for the weather:
Cold and wet weather:



Boots,
gloves / mittens,
a hat,
possibly additional layers for the colder weather.

Hot weather:



- hats, essential for outdoor break and PE lessons,
- suntan lotion that students can apply themselves,
- clothing which is light but protective from sunburn.

5.7.1 Physical Education (PE) Kit

From PY1 to PY6, students are expected to come to school dressed in their PE clothing on PE days as indicated on their timetable. The AISJ PE clothes are shorts/ tracksuit bottoms/leggings, and t-shirts with the school logo. T-shirts and sweatshirts are available for purchase from the office. School PE shirts should be worn for PE sessions; either the grey one with the school logo or one in the child's 'house' colour. These are all available in the resource room.

- T-shirt 30 NIS
- Sweatshirt 60 NIS

Payment needs to be made at the office or at Mrs Paritsky's resource room.
It is expected to label your child's PE kit. Please make sure your child is also wearing suitable footwear for running and jumping etc.

5.7.2 Swimming Kit

Swimming costumes need to be one-piece functional swimsuits and swimming caps are optional, however we recommend especially girls with long hair wear them. Students are also allowed to bring swimming goggles if they prefer. Students are to bring their own towel and a small swimming bag that contains their towel, hair brush and underwear for changing into after the lesson. It might be a good idea that students already come to school wearing their swimsuits under their school clothes if the session is early in the day.

5.8 Communication between Parent and Teacher

There are several ways of communication between the school and the parents at AISJ.

● Reading planner	Daily	PY1 – PY6
● Brief conversations	Before / after school	PY1 – PY6
● Appointments	Before / after school	PY1 – PY6
● Email with Class Teacher*	When required	PY1 – PY6
● Parent-Teacher Conferences	2 times a year (on a Friday)	PY1 – PY6
● Report	Twice a year	PY1 – PY6
● IPC Exit Point	When applicable	PY1 – PY6

*Email communication is a helpful way of contacting the Class Teacher to pass on information. For concerns about your child or any class issues please email the teacher to request an appointment. Teachers will not engage in long email discussions about issues – these about better discussed in person through requesting an appointment. Please be aware that teachers can only check emails in their planning lessons each week and after school. Please do not expect a response outside of working hours. For urgent messages, please contact the school office.

Class Teachers will also check at the end of the school day to see if any travel arrangements have changed.

5.9 Emergency procedures

AISJ has four emergency procedures. Students run through the emergency drills policy on a regular basis with their Homeroom Teacher. In brief they are as follows:

2.9.4 Fire

In the event of a fire, an alarm is sounded and each class moves in a controlled manner to the grass circle at the front of the building, lining up in class order from Nursery to PY6 for registration.

2.9.5 Earthquake

In the event of an earthquake, the staff will move the students outside of the buildings to an open designated area initially and then to the grass circle at the front of the building, where registration will be taken.

2.9.6 National Security threat

In the event of a national security threat, the municipality of Jerusalem will sound a city wide alarm. Staff will take students to designated bunkers (Music Room, Art Room and Administration Room) where registration is taken and students and staff remain until the all-clear is sounded.

2.9.7 Code Red

In the case of an intruder or a threat considered to have entered school property, a 'code red' is issued through the school loudspeaker system. Staff ensures that students 'hide' in pre-designated areas within the classrooms (under tables, in walk-in cupboards etc.) and the classrooms are secured. Students and staff remain in these positions until the all-clear is sounded.

2.9.8 If you happen to be on site during a real emergency situation

1. If the national air-raid siren is sounding, please immobilise your car and make your way without speaking to Bunker 1 (Music, near PY1) or Bunker 3 (Administration Block). These are clearly sign-posted. When you arrive, staff will be accounting for all the students who are on-site at the time. Do not try to find your child; they will have been safely guided to a bunker by staff members.

2. If a Code Red is sounded, please either lock yourself inside your car or make your way as quickly as possible into one of the corridors. Do not try to access a classroom or find your child. Crouch down below window-level until the all-clear is sounded. Your child will be kept safe and staff have been clearly instructed to let no-one gain entry.

3. In the event of an Earthquake or fire emergency, staff will direct you as to what to do. Do not try to find your child; they will have been safely guided to designated areas.

2.9.9 Weapons on campus

No firearms or weapons of any kind are allowed on campus during school hours. The school guard is the only exception. Please do not allow an armed driver / bodyguard to collect your child from the school premises.

2.9.10 Snow day policy

In the very unlikely event that there is snow in Jerusalem before or during the school day, the following procedures are adhered to:



If the snow falls overnight or before school starts:

- School will not open if public transport is not running or if the public schools are closed.
- Parents can check with the 7:00 am English news on Kol Israel for this information (AM waveband on 1458 metres in Jerusalem area). Parents who live in outer districts or outside the city should not bring students in to school, if local driving conditions are difficult.
- The school telephone switchboard will be open from 7:00 am on "snow days" and parents can phone for information.
- The school will notify the school community via a mass SMS message.

If snow falls during the day and conditions are likely to get worse:

- The school will make arrangement for students to return home as quickly and safely as possible.
- Students from Middle Years 1 (MY1) upwards will be allowed to take the bus or to walk home if this is how they usually travel and it is safe to do so. These older students will be allowed to take younger brothers and sisters of PY3 age or above, if this is what normally happens.
- All other students will remain in their homerooms until collected by parents or their usual driver.
- School office staff will contact parents and keep them up to date with the situation.

5.10 Homework

AISJ is committed to setting regular home learning appropriate to the age, needs and experiences of the child. Home learning is important at all stages in a child's education and when used properly, it makes a significant contribution to the development of independent learning.

It should be set at an age-appropriate level which gradually increases as the child moves through the Primary School. We greatly value all the other activities that children take part in out of school, so we aim to make homework manageable alongside family life. Teachers will set a day for giving out and collecting homework and will allow sufficient time for longer projects. Families have found it helpful to establish a good routine of days when homework can be completed.

Home learning refers to any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers. This work will be marked where appropriate by class teachers, support staff, pupils and peers.

There are many benefits to be gained by the provision of home learning:
✓ To support children's learning opportunities via reinforcement and consolidation, particularly in mathematics, and English.
✓ To share with parents/carers the expectations school has regarding their child.

✓ To provide opportunities for parents/carers and pupils to work together to enjoy learning experiences and to exploit resources for learning of all kinds at home.
✓ To encourage the development of positive attitudes towards learning among children.
✓ To equip the pupils, with the self-discipline needed to study on their own, and to prepare them for the increased demands of secondary school homework.
✓ Encourage creativity and individuality in learning
✓ Help to create a sound partnership between school and home.
✓ Prepare children for secondary school and beyond.

Homework is also designed to reinforce the work done in class. As students move from level to level, the amount of homework gradually increases, but the quality of the students' answers is at least as important as the amount of homework set or completed. Parents need to interact with and support their children if the homework is to be effective and to let the class teacher know if your child is finding it difficult.

5.10.1. Homework timetable

PY1

- Students will regularly bring a reading book home and Phonics 'Speed Sounds' book to practice as well as online Phonics books at the appropriate level.
- Students should also complete 'Doodle' Maths, individualised online learning aiming to stay in 'The green zone'.
- Spelling lists will be introduced as the year progresses.
- Home learning Projects: These are set in the Autumn and Spring Terms linked to the IPC topic. Children have several weeks to complete these and there is always an element of choice to develop creativity and independence. Suggested activities might include, making a model, producing a presentation, writing a play, painting a picture etc.

PY2

- Students will regularly bring a reading book home and Phonics 'Speed Sounds' book to practice as well as online Phonics books at the appropriate level.
- Students should also complete 'Doodle' Maths, individualised online learning aiming to stay in 'The green zone'.
- Spelling lists and Maths fluency activities will be set
- Home learning Projects: These are set in the Autumn and Spring Terms linked to the IPC topic. Children have several weeks to complete these and there is always an element of choice to develop creativity and independence. Suggested activities might include, making a model, producing a presentation, writing a play, painting a picture etc.

PY3 – PY6

- At levels appropriate to each class, students will bring a reading book home and will have spellings to learn each week.
- Students should also complete 'Doodle'; individualised online learning aiming to stay in the 'The green zone'.
- Regular Maths assignments to reinforce the work done in class will be given
- As the children progress to PY5 and PY6, the children will also have online Grammar activities to complete through SPAG.com. and additional homework as needed in PY6.
- Home learning Projects: These are set in the Autumn and Spring Terms linked to the IPC topic. Children have several weeks to complete these and there is always an element of choice to

develop creativity and independence. Suggested activities might include, making a model, producing a presentation, writing a play, painting a picture etc.

- Languages homework is a vital part of learning in French, Hebrew or Arabic.
- As the children progress they might also be asked to do a specific piece of homework on an occasional basis for Specialist subjects.

5.10.2. Homework Diaries and Book Bags

All children need a school book bag which should be brought to school each day and taken home each afternoon. Homework, reading books and reading logs are kept in each child's book bag to take between school and home, and are school property. **Please check them daily** to ensure continuous home and school communication.

Please take care of school property which is sent home. Book bags and school readers cost 50 NIS to replace.
Please ensure that your child has a school bag large enough to accommodate their water bottle, snack box, spare clothing etc.

5.11 Library

The library is open every day during school hours until 16:30 (Mon - Thu) or 12:50 (Fri). Students are able to borrow books on a weekly basis during the class library lessons. Students purchase a library bag (30 NIS – to be paid at the office) or provide their own cloth bag for the protection of their library books. More frequent visits to the library are possible if parents would like to accompany their children to select books. You are welcome to set up a family account with the librarian and check out books for your family during library opening hours. The library is open until 3.30pm Monday – Thursday.

5.12 Lost property

Please ensure that all equipment and personal belongings are clearly labelled with a name and class level so that it is possible to return a lost article to its owner. Lost property that is not labelled can be found in a box outside Cadbury Hall. At the end of each semester all lost property that has not been collected, will be donated to a local charity.

5.13 Lunch and snacks

During the snack break, students are encouraged to bring a **healthy** snack which they can eat in their classroom before going out to play. **NO NUTS, SWEETS or CHOCOLATE are allowed. Classes with a severe dairy allergy should not bring milk-based products eg. Cheese or yoghurt.** A named water bottle must be brought to school every day and can be filled up at the water fountains in the playgrounds. PY5 and PY6 students have the option of going to the canteen to get a snack with permission from their teacher.



For lunch, we have a school canteen. All Early Years students eat the school lunches (included in the school fee) in their classrooms. All PY1 - PY6 students will go to the canteen to eat, either with their own packed lunch or to eat the school lunch.

There are options for payment for PY1 – PY6 (**IN ADVANCE ONLY**):

1. On a yearly basis or per semester (Payment in the finance office)
2. On a monthly basis (Payment directly to the school kitchen) aisjkitchen.jer@gmail.com

    a. Monday – Friday

b. Monday – Thursday
c. Friday only

5.14 Parent Teacher Association (PTA)

Communication between parents and staff is really important in ensuring that each child has a happy and positive experience at AISJ. All parents are encouraged to get involved in the PTA.



Each class has a PTA Class Representative who provides a key link between the teacher and parents to see what parents can do to support various school events and to enable parents to quickly become part of the school community. At the start of the year, PTA class representatives play a key role in helping new parents to settle in to a new school and location.

The PTA meets once a month, and will email parents as to the date and time. All parents are welcome. This meeting usually takes place in the Heritage Centre.

5.15 School trips

For a broader educational experience, trips may be organised to support student learning in English, Mathematics or IPC education for Elementary students.

Jerusalem and its surroundings offer a rich educational experience in many areas, from history to geography, science to art. AISJ aims to use these wider resources available to enhance the learning of its students.



These trips will consider the learning experience of students alongside their security and safety. In Elementary, we aim to have at least one curriculum trip per year group during the year.

PY3 –have the opportunity to take part in 'Explore' trips. These are long day trips for PY3 and PY4 and residential experiences for PY5 and PY6.

There is a clear school policy on trips, requiring a risk assessment to be carried out before the trip, including meeting legal requirements for ratios of adults to students and that the location and travel are safe and secure. Meeting are held for parents before the 'Explore' trips to answer any questions that parents may have.

Explore trips will only take place in this school year if it is deemed safe to travel and the situation in the country is peaceful.

5.16 Yearly Events

AISJ yearly events, when parents are invited to come are:

● Cheese and Wine evening	Evening	Parents evening to meet each other
● Christmas Fair	Day	Activities around the campus
● Christmas Productions	Day	Elementary Christmas play
● Christmas Carol Service	Evening	Singing Christmas Carols

● Book week	Day	Various opportunities to be involved
● Sports day	Day	Sporting events
● International School Dinner	Evening	Sharing dishes from our home country
● Elementary Moving on Ceremony	Day	'Graduation' of Elementary students
● Exit Points	Day	Celebrating learning of IPC
● Parents Teacher Conference	Day	Conference discussing progress (twice a year)
● Annual Board Meeting	Evening	Report of the AISJ Board to parents
● PTA Meeting	Day/Evening	As arranged by the Chair of the PTA

5.17 Stationery and equipment for school

Tuition fees cover stationery, exercise books, work sheets, loan of text books, art and craft materials and other compulsory educational expenses. Students are asked to take good care of any books which they take home.



At PY3 level onwards each child is encouraged to bring his / her own pencil, eraser, sharpener, coloured pencils and a 30cm ruler. Whilst stationery equipment is still available in the classroom, we believe in encouraging a more independent approach to looking after equipment and resources. Younger students are provided with equipment in class.

All items should be clearly labelled with the student's name.

Money or valuable items should not normally be brought into school by students. In exceptional circumstances in which this is necessary, items or money should be placed in a clearly named container or envelope and entrusted to the Class Teacher's care. For PY5 to PY6, **a small amount of money** can be brought in to purchase snacks from the canteen at snack time only. Children attending after school clubs may also bring a small amount of money to purchase snacks.

Every student will need a school bag which is large enough to carry snacks and or lunch, a water bottle, the student's book bag and the library bag on library days.

5.18 Student behaviour

Code of Conduct

The Anglican International School is, first and foremost, a place of learning. Students are expected to take responsibility for their learning and behaviour. It is the responsibility of teachers to help them achieve the highest possible standards.

Guiding Principles

- Each member of the school community is a unique and valued individual. We should treat each other with respect and be willing to listen to each other and try to understand each other's needs.
- Relationships should be characterized by a desire to get the best from each other.
- The school aims to promote self-discipline and a sense of responsibility amongst students.
- Friendliness, good sense, mutual respect, tolerance and co-operation should characterize all relationships.
- Students learn best when they receive encouragement and praise.
- Any action taken to correct behaviour must be justifiable and fair, must make clear to the student the nature of the offence and should enable the student to learn and change.
- Our aim in dealing with students' conduct is that they should learn from the situation.

At AISJ all teachers have the right to teach and all students have the right to learn. Student behaviour that jeopardizes effective teaching and learning must be addressed. Problems should always be resolved at the lowest level possible. Action must always have as its purpose the preservation of effective teaching and learning and, in so far as is possible, the restoration of the student. These actions are outlined in the Elementary Behaviour policy and Bullying policy, available for parents from the Head of Elementary or Administration Office.

5.19 Transport (including drop off and pick up procedures)

Please ensure that the Class Teacher knows your child's travel arrangements.
For Elementary students, it is important to give the Class Teacher the information at the start of the school year, and update it if necessary. You should inform the Class Teacher by email by 2pm at the latest if there is a sudden change of plans for one day.

5.19.1. Morning drop off

Children cannot be left unsupervised in the morning; members of staff arrive for duty at 7.30am. School starts promptly at 7.45am.



Please either drop your child outside the reception door at the Heritage Centre between 7.30am and 7.45am and leave directly through the exit gate. If arriving on foot, please drop your child off at the pedestrian gate. Parents may enter the site to drop off younger children at the Milepost 1 (PY1/2) playground before 7.45am and then leave before the gate shuts at 7.45am.

There is a car park opposite the school entrance where parents can park their cars for longer periods should you need to come in for a meeting or speak to the school office.

5.19.2. Afternoon pick up

Parents are asked to make sure that their children are collected punctually (2.30pm Monday to Thursday and 12.50pm Friday).

At the end of the school day, students taking the bus must wait seated in Cadbury Hall until collected by the staff member on duty or the bus driver. Students collected by their parents wait in the allocated space in front of Cadbury Hall on the platform area until collected by their parents / guardians. Students will not be allowed to stray into other areas of the school e.g. playground or garden whilst waiting to be collected. Ball games within this area are forbidden for safety reasons.

A parent, bus / private driver or responsible older sibling must collect Primary Years students, unless other arrangements are made with the Class Teacher. Students must wait in their assigned areas until their particular transport has driven round to collect them. **Please note that older siblings are not allowed to care for younger children on site after school.**

Under no circumstances should children be walking between moving vehicles.

All vehicles are required to drive with care on school premises. Buses will aim to park to the side of the car line to enable the flow of traffic. Bus drivers will collect students from the pick-up area and assist them to the bus. **Car engines need to be switched off whilst waiting for pick up. Parents should not leave their car. If you wish to speak to a teacher, please park in the carpark opposite the school and walk in.** Students must be collected from the designated pick-up area and not from the classrooms.

There is no car parking for parents on the school campus except for exceptional needs. This includes for all events like exit points as well as whole school events like productions and fairs.

6. What if I have a concern?

This handbook is meant as a guide and you may still have questions. In addition, during the year you may have other concerns or questions. Contact and communication are really appreciated and beneficial for students, staff and parents.

If there are any concerns about your child please do not hesitate to contact your child's Class Teacher immediately by:

a. Email - for a non-urgent but important information that needs to be shared with the class teacher such as a medical appointment, query about homework, problem at home at the weekend etc. Class Teachers endeavour to check their emails daily and their email addresses are provided in this handbook. Phone numbers of teachers are not generally given out as the phone is personal rather than school owned.
b. Face to face contact - Class Teachers who are in school are outside for pick up at the end of the day at 2.30pm. This can be a good time for a brief chat as to how the day went etc. and also enable the opportunity to make an appointment for a longer and more private conversation with the teacher should there be social or academic issues to discuss. Appointments can also be requested by email.
c. Phone for urgent matters - call the **school office number: 972 (0)2 567 7200** where you can leave a message with the school office.

For issues unresolved with a Class Teacher or concerning a wider aspect of school policy or management, contact the Head of Elementary by email or call to arrange an appointment.

Mrs. Michelle Loubser Michelle.l@aisj.co.il

For questions about the following contact the school office by email:

- school opening times and school holidays
- administrative matters
- school trip arrival times
- school events
- student illness

Mrs Angie Dahan angie.d@aisj.co.il phone +972 (0)2 567 7200

Mrs Bethany Cohen cohenb@aisj.co.il phone +972 (0)2 567 7200

For questions about payment of school fees and financial issues contact the Finance Office by email:

Mrs Deena Baruch deenab@aisj.co.il

7. Contact details

Email

School:	office@aisj.co.il
Head of Elementary	Michelle.l@aisj.co.il
Finance office:	deenab@aisj.co.il
Office Manager:	bethanyc@aisj.co.il
Administration office:	angied@aisj.co.il
School Kitchen	aisjkitchen.jer@gmail.com

Phone

Reception:	+972 (0)2 567 7200

Fax

Office:	+972 (0)2 538 4874

Address

School:	82 Rechov Hanevi'im PO Box 191 Jerusalem, 91001 Israel

Website

www.aisj.co.il

AISJ is a fully accredited school by the Middle States Association and the International Baccalaureate Program.

AISJ is a full member of the Council of British International Schools and Elementary and Primary School are fully accredited members of BSO.