Primary School Curriculum Information Meeting
2019/2020
OUR MISSION

We will work with you and your child to do everything we can to ensure that he/she becomes an academically successful, internationally-minded, caring person and a motivated learner able to communicate effectively using two or more languages and well prepared for the challenges of an ever-changing world.
OUR VALUES

INTEGRITY
We act with honesty, fairness and compassion even in the face of challenge.

LEARNING
We are all learners who embrace challenges and strive to develop and improve.

CARING
We nurture and care for the physical, emotional and social wellbeing of ourselves and others.

RESPECT
We communicate and act with courtesy and politeness. We value what we have.
LEARNING PRINCIPLES

Learning is planned to build upon and develop the knowledge, skills and understanding of all learners.

Learners are highly engaged, genuinely curious and reflect in a meaningful way.

Learners feel safe and valued as part of a learning focused environment.

Learners know what they are learning, how they are learning and why they are learning.

Learning is driven by high expectations of behaviour, individual effort and positive collaboration.

Learning is deepened through effective and formative feedback on both the process and outcome.
“Building on the Foundations”

The Primary School focuses on providing a structured and supportive learning environment in which each child:

• Becomes a bilingual learner
• Masters essential skills and applies them across the curriculum
• Develops a sound knowledge of the world around them
• Reflects about their learning and actions
• Communicates their thoughts and ideas in a clear and confident manner
• Strives to achieve their very best
Our Rules

- We are polite and respectful  
  *Nous sommes polis et respectueux*

- We look after our things  
  *Nous prenons soin du matériel*

- We tell the truth  
  *Nous disons la vérité*

- We help others  
  *Nous nous entraidons*

- We are kind and caring  
  *Nous sommes gentils et attentionnés*

- We always strive to do our best  
  *Nous faisons toujours de notre mieux*
Our Team

Year 4

4A
Mr. Coote
Mme. McNab

4B
Miss Clenshaw
Mr. Jamet

4C
Miss Clenshaw
Mr. Jamet

Assistant Head of Primary
Head of Year 4
Our Team

Year 5

5A
Mr. Lobley
Head of Year 5
Mlle Nahjari
Curriculum Enrichment Coordinator

5B
Mr. Coote
Mme Fournier

5C
Mr. Barnes
Mlle Nahjari
Our Team

Year 6

6A
- Mrs Duncan
  Head of Student Wellbeing
- Mr. Benson
  Head of Primary
- Mr. Delambert
  Head of Year 6

6B
- Mrs Duncan

6C
- Mr. Barnes
- Mme Fournier
Support Staff

Mrs. Ducarme
Head of Learning and Language Support

Mrs Vard
EAL Teacher Primary School

Hervé Merrigio
FAL 1 Teacher Primary School

Mr. Rzeznik
FAL 2 Teacher Primary School

Indi Rendall
English Learning Assistant and English Cover teacher

Anne-Lucile Gérardot
French Learning Assistant and French Cover Teacher
The Curriculum

ENGLISH

FRENCH

ENGLISH LANGUAGE

FRENCH LANGUAGE

MATHS

6 lessons

3 lessons

P. E.

6 lessons

3 lessons

ART

LEARNING HUB

1 lesson

P.S.H.E & Global Citizenship

1 lesson

MUSIC

HISTORY/GEO

Assemblies

3 lessons
As a bilingual school, language learning (English and French) is at the centre of all our teaching.

English and French teachers work very closely together to ensure that students develop a strong bilingual understanding of the common features of language as well as the ability to express themselves clearly, confidently and accurately in both languages.

The teaching of reading skills and the development of strong independent readers is strongly supported by our very well-established “class reader” and “independent reading” programmes.

In writing, a strong emphasis is placed on the basic skills of spelling, punctuation and grammar as well as the application of these in student’s independent writing across a wide range of genres.
Maths

Mathematics (English and French) is taught through a bilingual curriculum based on the world-renowned Singapore Maths Programme.

A strong emphasis is placed upon students mastering essential number and calculation skills and then applying them to the solving of word problems covering the key topics of: number, calculation, handling data, geometry, and measures.

Students’ understanding of problem solving is supported by the use of bar modelling, which allows students to visualise and then solve complex word problems. This approach not only provides students with a solid foundation in Mathematics but also teaches them to apply what they know to problem solving.

In addition to this, number fluency and mental maths skills are developed through daily practice to embed these key skills.
What are Bar Models??

Example: I earned three times as much money this week as I did last week. This week I earned $150. How much more did I earn this week than last week?

This week

3 units = 150
1 unit = 50
150 - 50 = 100

I earned $100 more this week than last week.
Practice 3  Real-World Problems: 
Addition and Subtraction

Solve. Draw bar models to help you.

Example

Jake mixes 620 liters of water and 180 liters of syrup to make lemonade. 
He adds another 145 liters of water to the mixture. 
How much more water than syrup does he use for the lemonade?

\[
\begin{align*}
180 \text{ L} & \quad ? \\
\text{syrup} & \\
\text{water} & \quad 620 \text{ L} \quad 145 \text{ L}
\end{align*}
\]

\[620 + 145 = 765\]

He uses 765 liters of water.

\[765 - 180 = 585\]

He uses 585 liters more water than syrup.
Solve. Use bar models to help you.

Eunice reads 5 times as many pages as Peter. Kevin reads 30 more pages than Eunice. Peter reads 25 pages. How many pages does Kevin read?

25 pages

Peter

30 pages

Eunice

Kevin

1 unit

5 units

= _______

= _______
Solve. Use bar models to help you.

1. The third graders collect 487 cans of food for a food drive. The second graders collect 175 fewer cans than the third graders.
   a. How many cans do the second graders collect?

   The second graders collect _______ cans.

   b. How many cans do both grades collect in all?

   Both grades collect _______ cans in all.
## Class 5 – Time-Line

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>Whole Numbers (2)/Calcul (4):</td>
<td>Bar Model</td>
<td>Data handling</td>
<td>Perp/parall</td>
<td>Angles</td>
<td>Fractions</td>
<td>Decimals numbers</td>
<td>Bar Models</td>
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<tr>
<td>Geom plan</td>
<td>num</td>
<td>Sym</td>
<td>Decimals numbers and operation</td>
<td>Mesures</td>
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</tbody>
</table>

**ENGLISH**

**FRENCH**

**BOTH ENGLISH/FRENCH**
<table>
<thead>
<tr>
<th>Time-Line</th>
<th>Whole numbers</th>
<th>Fractions and Mixed numbers</th>
<th>Bar Models</th>
<th>Percentage</th>
<th>Data Handling/Probability</th>
<th>Geometric Symmetry</th>
<th>Measures of a Triangle</th>
<th>Bar Models (2)</th>
<th>Volume</th>
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<tbody>
<tr>
<td>1-15</td>
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<tr>
<td>16-22</td>
<td>Decimal numbers</td>
<td></td>
<td>Time</td>
<td>Position and Movement</td>
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<td>23-28</td>
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<td>29-32</td>
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<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td>Unit 5</td>
<td>Unit 6</td>
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</tr>
<tr>
<td>Human and Animals</td>
<td>Science</td>
<td>Living Things and Environments</td>
<td>Solids, Liquids and Gases</td>
<td>Sound</td>
<td>Electricity and Magnetism</td>
<td>Earth's Movements</td>
<td></td>
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</tr>
<tr>
<td>Skeletons, the human skeleton, why we need a skeleton, skeletons and movement, drugs as medicines, how medicines work.</td>
<td>Amazing birds, a habitat for snails, animals in local habitats, identification keys, invertebrates, how we affect the environment, water, recycling.</td>
<td>Matter, particles, how solids, liquids and gases behave, melting, freezing and boiling, melting in different solids, melting and boiling points.</td>
<td>Sound travels through materials, how sound travels, loud and soft sounds, sound volume, muffling sounds, high and low sounds, pitch on percussion instruments, fun with wind instruments.</td>
<td>Electricity flows in circuits, components and a simple circuit, switches, circuits with buzzers, mains electricity, magnets in everyday life, magnetic poles, which metals are magnetic?</td>
<td>The Sun, the Earth and the Moon, does the sun move, Earth rotates on its axis, sunrise and sunset, the Earth revolves around the sun, Exploring the Solar System.</td>
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</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating Plant Growth</td>
<td>Science</td>
<td>States of Matter</td>
<td>The Way We See Things</td>
<td>Shadows</td>
<td>Exploring the Solar System</td>
</tr>
<tr>
<td>Seeds, how seeds grow, investigating germination, what do plants need to grow, plants and light.</td>
<td>Evaporation, condensation, the water cycle, boiling, melting, who invented the temperature scale?</td>
<td>Light travels from a source, mirrors, seeing behind you, which surfaces reflect light the best, light changes direction.</td>
<td>Light travels in straight lines, which materials let light through, what affects the size of a shadow, measuring light intensity, how scientists measured and understood light.</td>
<td>Exploring the Solar System</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humans and Animals</td>
<td>Science</td>
<td>Material Changes</td>
<td>Forces and Motion</td>
<td>Electrical Conductors and Insulators</td>
<td>Exploring the Solar System</td>
</tr>
<tr>
<td>Body organs, the heart, heartbeat and pulse, the lungs and breathing, the digestive system, what the kidneys do, what does the brain do?</td>
<td>Reversible and irreversible changes, mixing and separating solids, soluble and insoluble substances, separating insoluble substances, solutions, dissolving solids.</td>
<td>Mass and weight, how forces act, balanced and unbalanced forces, the effects of forces, forces and energy, friction, investigating forces, air resistance and drag.</td>
<td>Which materials conduct electricity, water and electricity, metals as conductors, materials and electrical appliances, circuit symbols, components, wires and circuits.</td>
<td>Exploring the Solar System</td>
<td></td>
</tr>
</tbody>
</table>
### History and Geography

<table>
<thead>
<tr>
<th>Classe 4</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>L’Antiquité égyptienne</strong></td>
<td><strong>Les grandes repères du monde</strong></td>
<td><strong>L’Antiquité grecque</strong></td>
<td><strong>La lecture des paysages</strong></td>
<td><strong>L’Antiquité romaine</strong></td>
<td><strong>Les espaces urbains</strong></td>
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<tr>
<td>17 séances (6 semaines)</td>
<td>16 séances (5 semaines)</td>
<td>17 séances (6 semaines)</td>
<td>16 séances (5 semaines)</td>
<td>18 séances (6 semaines)</td>
<td>18 séances (6 semaines)</td>
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</table>

<table>
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<tr>
<th>Classe 5</th>
<th>1</th>
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<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td><strong>Le Moyen-Age</strong></td>
<td><strong>L’adaptation des hommes aux milieux</strong></td>
<td><strong>Les temps modernes : la Renaissance</strong></td>
<td><strong>L’eau</strong></td>
<td><strong>Les temps modernes : Inventions et découvertes</strong></td>
<td><strong>La population</strong></td>
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<tr>
<td>17 séances (6 semaines)</td>
<td>16 séances (5 semaines)</td>
<td>18 séances (6 semaines)</td>
<td>15 séances (5 semaines)</td>
<td>14 séances (6 semaines)</td>
<td>15 séances (5 semaines)</td>
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</table>

<table>
<thead>
<tr>
<th>Classe 6</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>le XIXè : expansion industrielle</strong></td>
<td><strong>L’union européenne</strong></td>
<td><strong>Les guerres mondiales</strong></td>
<td><strong>Les frontières</strong></td>
<td><strong>EXPOSITION</strong></td>
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<td>18 séances (6 semaines)</td>
<td>15 séances (5 semaines)</td>
<td>18 séances (6 semaines)</td>
<td>16 séances (5 semaines)</td>
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<tr>
<td>Music</td>
<td>Art</td>
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<tr>
<td>Music lessons once a week with Mr. Lobley</td>
<td>Double Art lessons (90 mins) once every two weeks with Mr. Richards</td>
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<tr>
<td>Music curriculum based on skills and knowledge with links to other curriculum areas where appropriate</td>
<td>Art curriculum based on skills and knowledge with links to other curriculum areas where appropriate</td>
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<tr>
<td>Opportunities to perform to peers and parents throughout the school year</td>
<td>Knowledge of elements and principles of Art.</td>
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</table>
## Physical Education

### Year 4

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
<th>Cycle 5</th>
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</thead>
<tbody>
<tr>
<td>24 students</td>
<td>16/09/19 - 23/10/19</td>
<td>04/11/19 - 20/12/19</td>
<td>06/01/20 - 14/02/20</td>
<td>02/03/20 - 10/04/20</td>
<td>27/04/20 - 26/06/20</td>
</tr>
<tr>
<td>Facility</td>
<td>Dojo Stade Louis</td>
<td>St Antoine Gymnasium</td>
<td>Athletics Stade Louis</td>
<td>Gymnasium Moneghetti</td>
<td>St Antoine Gymnasium</td>
</tr>
<tr>
<td>Activity</td>
<td>Health Related Fitness</td>
<td>Invasion games</td>
<td>Athletics</td>
<td>Net &amp; wall games</td>
<td>Striking &amp; fielding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
<th>Cycle 5</th>
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<tbody>
<tr>
<td>24 students</td>
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<tr>
<td>Facility</td>
<td>Athletics Stade Louis</td>
<td>St Antoine Gymnasium</td>
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<td>Net &amp; wall games</td>
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<td>Striking &amp; fielding</td>
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</tbody>
</table>
# Physical Education

## Year 5

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
<th>Cycle 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 students</td>
<td>Stade Moneghetti</td>
<td>Dojo Stade Louis</td>
<td>Gymnastics Stade Louis</td>
<td>Athletics Stade Louis</td>
<td>Salle 1 Ste Devote</td>
</tr>
<tr>
<td>Facility</td>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
</tr>
<tr>
<td>Invasion games</td>
<td>Health Related Fitness</td>
<td>Gymnastics</td>
<td>Athletics</td>
<td>Movement Composition</td>
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</table>

<table>
<thead>
<tr>
<th>Group 2</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
<th>Cycle 5</th>
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</thead>
<tbody>
<tr>
<td>28 students</td>
<td>Stade Moneghetti</td>
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<td>Gymnastics Stade Louis</td>
<td>Athletics Stade Louis</td>
<td>Gymnastics Stade Louis</td>
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<tr>
<td>Facility</td>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
</tr>
<tr>
<td>Invasion games</td>
<td>Health Related Fitness</td>
<td>Gymnastics</td>
<td>Athletics</td>
<td>Movement Composition</td>
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## Physical Education

### Year 6

<table>
<thead>
<tr>
<th>Group 1</th>
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<th>Cycle 5</th>
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</thead>
<tbody>
<tr>
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<td>St Antoine Gymnasium</td>
<td>Gymnastics Stade Louis</td>
<td>Athletics Stade Louis</td>
<td>Stade Moneghetti</td>
<td>St Antoine Gymnasium</td>
</tr>
<tr>
<td>Activity</td>
<td><strong>Invasion games</strong></td>
<td><strong>Gymnastics</strong></td>
<td><strong>Athletics</strong></td>
<td><strong>Striking &amp; fielding</strong></td>
<td><strong>Net &amp; wall games</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Group 2</th>
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<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
<th>Cycle 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility</td>
<td>St Antoine Gymnasium</td>
<td>St Antoine Gymnasium</td>
<td>St Antoine Gymnasium</td>
<td>Athletics Stade Louis</td>
<td>Stade Moneghetti</td>
</tr>
<tr>
<td>Activity</td>
<td><strong>Invasion games</strong></td>
<td><strong>Net &amp; wall games</strong></td>
<td><strong>Health Related Fitness</strong></td>
<td><strong>Athletics</strong></td>
<td><strong>Striking &amp; fielding</strong></td>
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</table>
PSHE

Personal, Social and Health Education

Six themes across the Primary School

• Being me in my world
• Celebrating Differences
• Dreams and Goals
• Healthy Me
• Relationships
• Changing Me
## Global Citizenship

### CURRICULUM FOR GLOBAL CITIZENSHIP – KNOWLEDGE and UNDERSTANDING

<table>
<thead>
<tr>
<th>KNOWLEDGE AND UNDERSTANDING</th>
<th>Social Justice and Equity</th>
<th>Identity and Diversity</th>
<th>Globalisation and Inter-dependence</th>
<th>Sustainable Development</th>
<th>Peace and Conflict</th>
<th>Human Rights</th>
<th>Power and Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• How fairness may not always mean equal treatment</td>
<td>• Diversity of cultures and societies within and beyond own experience.</td>
<td>• Global connections between peoples and countries (e.g. through trade and communications)</td>
<td>• People’s dependencies on the environment</td>
<td>• Some causes and effects of conflict at all levels from personal to global</td>
<td>• UN Convention on the Rights of the Child</td>
<td>• The need for rules in own school and wider society and how people can take part in making and changing them</td>
</tr>
<tr>
<td></td>
<td>• Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</td>
<td>• Contributions of different cultures to our lives.</td>
<td>• How local actions affect the wider world</td>
<td>• Basics of climate change (causes and effects)</td>
<td>• Strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions</td>
<td>• Reasons why some people have their rights denied</td>
<td>• Basics of how own country and region is governed</td>
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<td></td>
<td>• Nature of prejudice, racism and sexism and ways to combat these.</td>
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<td></td>
<td>• Environmentally responsible living and global inequalities in ecological footprints</td>
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</tbody>
</table>
The Learning Hub

**Independent Reading**
- Accelerated Reader Programme for STAR Reading tests & AR quizzes in English
- Rallye Lecture for French reading quizzes
- Annual Book Week event with visiting authors & illustrators

**Use of Information**
- 2 ‘research’ projects per year
- Integrated into Humanities and Science.

**Integrated Technologies**
- Digital Resources
- ICT equipment
- AND... we are here to help!

Learning Happens Here!
Accelerated Reader

1. Discover your reading level
2. Choose a book to read
3. Once you’ve read it…take the test
Rallye Lecture

1. Discover your reading level
2. Choose a book to read
3. Once you’ve read it... take the test
4. Record your results
# Student Support

## Language Support

**EAL (English as an Additional Language)**

Beginner intensive lessons in a small group setting and in class support for students who are developing confidence in using their English language skills to access all curriculum areas.

**FAL (French as an Additional Language)**

Beginner intensive and intermediate lessons in a small group setting to consolidate and extend their French language skills.

## Learning Support

Learning support one to one lessons provided following assessment and recommendations from an Educational Psychologist.

Small group phonics and mathematics support.

In class support

## Student Wellbeing

- Head of Student Wellbeing for Primary School
- Wellbeing Cafés
- Anti-Bullying Campaign
- Student Council
- Assessment of student attitudes – PASS assessment
- PSHE Programme
Routines and Procedures

Students must be in class by 08:30 in the morning. Any child arriving after 08:30 will be marked late. All late arrivals must report to the Primary Reception. Students may enter their classroom from 08:15.

Students who have an A.R. or Rallye Lecture quiz to take may come into the Learning Hub between 08:00-08:30. Parents may accompany them however we would encourage students from Year 5 onwards to be independent.

Students finish school at 15:30. Those students for whom we have received parental permission to allow them to leave unaccompanied, may do so. All other students must be collected from the classroom.
**Attendance**

We expect excellent attendance from all students in the Primary School. The bilingual programme is very academically demanding, and students simply cannot afford to have non-essential absences.

Student attendance is closely monitored and absences can only be approved on medical grounds or by the Head of Primary upon request. Parents should notify the school reception about any absence. For any medical absence of more than 48 hours, a doctor’s certificate must be provided.
Minimising Disruption, Maximising Learning Time

Every Lesson Counts!!

Students arriving and leaving during lesson times is very disruptive to student learning. This requires the teacher to divert their attention from the rest of the class.

For this reason, students are not permitted to take private music lessons during lesson time (with the exception of the weekly music lesson) and students who have medical appointments may only leave and return to class during break times – 10:20-10:40 or 12:15-13:20. They must be collected from and returned to the Primary Reception.
The Outcomes
Cambridge Checkpoint Grading

This is what the scores mean:

6.0 - Excellent
5.0 - Very good
4.0 - Good
3.0 - OK
2.0 - Poor
1.0 - Very poor
0.0 -
Cambridge Checkpoint Results 2015-2019

Maths

<table>
<thead>
<tr>
<th>Bands</th>
<th>Level</th>
<th>No. of Students 2015</th>
<th>No. of Students 2016</th>
<th>No. of Students 2017</th>
<th>No. of Students 2018</th>
<th>No. of Students 2019</th>
<th>% of Students 2015</th>
<th>% of Students 2016</th>
<th>% of Students 2017</th>
<th>% of Students 2018</th>
<th>% of Students 2019</th>
</tr>
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<tbody>
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<td>Excellent</td>
<td>20</td>
<td>11</td>
<td>23</td>
<td>21</td>
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<td>26%</td>
<td>44%</td>
<td>46%</td>
<td>59%</td>
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<td>4.0-5.0</td>
<td>Very Good</td>
<td>8</td>
<td>15</td>
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<td>9</td>
<td>20%</td>
<td>36%</td>
<td>17%</td>
<td>19.5%</td>
<td>20.5%</td>
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<tr>
<td>3.0-4.0</td>
<td>Good</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>12.5%</td>
<td>19%</td>
<td>19%</td>
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<td>7</td>
<td>6</td>
<td>4</td>
<td>3</td>
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<td>17%</td>
<td>12%</td>
<td>8.5%</td>
<td>7%</td>
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<td>2</td>
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<td>2</td>
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<td>2%</td>
<td>4%</td>
<td>4%</td>
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</tr>
<tr>
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<td>Very Poor</td>
<td>1</td>
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<td>2</td>
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<td>2.5%</td>
<td>0%</td>
<td>4%</td>
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</table>

% of Students Good or Above

2015 = 82.5%
2016 = 81%
2017 = 80%
2018 = 87.5%
2019 = 88.5%
<table>
<thead>
<tr>
<th>Bands</th>
<th>Level</th>
<th>No. of Students 2015</th>
<th>No. of Students 2016</th>
<th>No. of Students 2017</th>
<th>No. of Students 2018</th>
<th>No. of Students 2019</th>
<th>% of Students 2015</th>
<th>% of Students 2016</th>
<th>% of Students 2017</th>
<th>% of Students 2018</th>
<th>% of Students 2019</th>
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<tbody>
<tr>
<td>5.0-6.0</td>
<td>Excellent</td>
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<td>24</td>
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<td>12</td>
<td>12</td>
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<td>31%</td>
<td>19%</td>
<td>26.5%</td>
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<td>10</td>
<td>8</td>
<td>16</td>
<td>8</td>
<td>6</td>
<td>24.5%</td>
<td>19%</td>
<td>31%</td>
<td>18%</td>
<td>13.5%</td>
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<tr>
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<td>OK</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
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<td>7%</td>
<td>9%</td>
<td>10%</td>
<td>7%</td>
<td>4.5%</td>
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<td>1</td>
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<td>0</td>
<td>5%</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2.5%</td>
<td>0%</td>
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</table>

**% of Students Good or Above**

2015 = 85.5%
2016 = 86%
2017 = 88%
2018 = 89%
2019 = 95.5%
Français Education Nationale Results 2015-2019

Results by Percentage of Students Attaining Expected Level 2015-2019

<table>
<thead>
<tr>
<th></th>
<th>Nombre d'élèves</th>
<th>Pourcentage</th>
</tr>
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<tbody>
<tr>
<td>Acquis insuffisants</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Acquis encore fragiles</td>
<td>8</td>
<td>9</td>
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<tr>
<td>Bons acquis</td>
<td>11</td>
<td>15</td>
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<tr>
<td>Acquis très solides</td>
<td>13</td>
<td>10</td>
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<tr>
<td>At or above expected level</td>
<td>24</td>
<td>25</td>
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<tr>
<td>Below expected level</td>
<td>8</td>
<td>11</td>
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</tbody>
</table>

% of Students Good or Above

2015 = 75%
2016 = 72%
2017 = 82%
2018 = 85%
2019 = 88.5%
### ISM Average vs International Average

<table>
<thead>
<tr>
<th>Averages</th>
<th>ENGLISH</th>
<th>READING</th>
<th>USAGE</th>
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<tbody>
<tr>
<td>2015 Int. Av.</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
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<tr>
<td>ISM Average</td>
<td>4.4</td>
<td>4.0</td>
<td>4.5</td>
<td>4.6</td>
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<tr>
<td>2016 Int. Av.</td>
<td>3.7</td>
<td>3.7</td>
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<td>4.1</td>
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<tr>
<td>2018 Int. Av.</td>
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<td>-</td>
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<tr>
<td>2019 Int. Av.</td>
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<td></td>
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<td>-</td>
<td>4.7</td>
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<td>GEOMETRY/ MEASURES</td>
<td>HANDLING DATA</td>
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<tr>
<td>2015 Int. Av.</td>
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<td>4.5</td>
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<tr>
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