

CURRICULUM POLICY

and

OVERVIEW

INTRODUCTION

L'École des Petits & L'École de Battersea is an independent school that offers a French bilingual education to pupils from 3 to 6 at Fulham and 3 to 11 at Battersea.

We are an “Ecole Homologuée”: our school is officially recognised by the French Department of Education (Ministère de l'Éducation Nationale) and has a partnership with A.E.F.E. (Agence pour l'Enseignement du Français à l'Étranger); as such is part of the French Réseau (Network) in London.

We are subject to regular inspections and training from the Inspector for French National Education, whilst retaining our independence.

As an “Ecole Homologuée”, we are obliged to strictly follow the French Education system, as laid down in the programmes of L'Éducation Nationale Française (“Programme de l'École primaire”).

- [Programme du Cycle 1](#) (PS to GS levels)
- [Programme du Cycle 2](#) (CP to CE2 levels)
- [Programme du Cycle 3](#) (CM1 – CM2 levels)

We are unable to comply with the English Early Years Foundation Stage requirements, and in 2012 (renewed in 2021) we received an Exemption from having to meet these in the areas of teaching and learning from the Department for Education. Whilst we have the same ultimate objectives, the English and French methodology of teaching and timescales for achieving certain levels of achievement are quite different.

This has been recognised and accepted by both systems but is in no way detrimental to children's progress.

Alongside this, the school implements various aspects of the English system and English culture into the learning process of all the children.

The schools do not practice collective worship for any one religion, and follow the Principle of Laïcité in accordance with the rules of the French curriculum. Religious Education therefore does not form part of our Curriculum overview. Instead we focus on our values of mutual respect and tolerance.

1. VALUES

The school has a strong international flavour, with lessons being taught in both English and French on a daily basis, and through this, the children learn awareness of both cultures.

Our teachers are mother-tongue speakers, so not only do they bring their linguistic knowledge to the classroom but also their cultural awareness.

This enables the school to provide the diverse and rounded education to its children that it sets out to achieve, and sets them off on the route to becoming bi-lingual and culturally aware and open-minded.

At the end of CM2, our pupils have developed verbal and written bilingual skills that enable them to choose to enrol in French or English schools.

As an Ecole Homologuée our children are guaranteed a place in a school within the French Réseau when entering primary school once Grande Section (for L'École des Petits) or CM2 (for L'École de Battersea) is completed, with many of our children taking this route.

2. INTENT

The aims of our school curriculum are:

- To enable all children to learn and develop their academic ability so that they achieve their potential at each stage of school life and are well-prepared for the next stage
- To enable children to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent thinkers and responsible, contributing, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school and develop resilience and a love of learning.
- To create, maintain an exciting and stimulating learning environment where all pupils are encouraged to push themselves and take on challenges.
- To provide all children with a safe learning environment.
- To ensure that each child's education demonstrates continuity and progression.
- To enable children to contribute positively within a culturally diverse society.
- To enable all children to have respect for themselves and others and work cooperatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process
- To help children develop respect for authority, for others, especially those who are different from themselves, and for the world around them.

3. THE CURRICULUM

➤ Early Years (Cycle 1 = Maternelle)

We are unable to comply with the English Early Years Foundation Stage requirements, and in 2012 (renewed in 2021) we received an Exemption from having to meet these in the areas of teaching and learning from the Department for Education. We follow the [French curriculum](#) with some aspects of the French curriculum delivered in English.

The focus is on spoken skills and fluency in both English and French is encouraged.

Globally the learning areas covered in the Early Years (cf. French curriculum) are:

- Language and communication
- Expression through physical activity
- Expression through artistic activities
- Constructing the initial tools necessary to structure one's thought through problem solving (numeracy, geometry and space awareness)
- Knowledge and exploration of the world around us

Phonics

Since September 2017, an English phonics programme has been introduced that is adapted to the pace that corresponds to the pupils' needs and linguistic background.

Pupils will normally start reading by the end of GS. The Phonics programme used is called Floppy Phonics.

It matches well with Letters and Sounds and other teaching resources.

As from GS, pupils will have access to decodable reading books that they can take home in order to reinforce their reading skills in English.

The school has an extensive range of Oxford University Phonics books supplemented by Collins decodable books. The reason for this is that it provides more variety and exposure to different formats and vocabulary which is deemed important.

In French language teaching, pupils will accelerate their reading in French from CP (Year 2).

Pre-handwriting skills are taught in Maternelle using Upper Case letters to start with, gradually moving to cursive during the course of Early Years teaching (Cycle 1). English teachers will match this expectation as far as possible and where resources allow.

➤ **Primary Curriculum**

From CP (Year 2) onwards the subjects within the curriculum will be:

English

Pure language lessons are for 3 hours per week, but pupils also get exposure to English through the teaching of Humanities, Art, Sport, IT, Music and Drama. The objective is for pupils to attain a parallel level of English as in French.

Since September 2021, the English department has introduced the Nelson English scheme as a pilot scheme to deliver a strong and coherent curriculum to an audience of pupils who are becoming more and more ready to have English teaching on par with that of a monolingual school.

With less hours to deliver the Nelson programme than what it is designed for, teachers adapt and select parts of curriculum that best meet pupils' needs.

French: language, literature & handwriting

All objectives are set out in the official French curriculum document which can be found here:

- [Programme du Cycle 2](#) (CP to CE2)

- [Programme du Cycle 3](#) (CM1 – CM2)

End of Cycle and end of year objectives are clearly defined in [this programme](#) for each area of teaching and learning as far as the French language is concerned.

Mathematics

All objectives are set out in the official French curriculum document which can be found here:

- [Programme du Cycle 2](#) (CP to CE2 levels)

- [Programme du Cycle 3](#) (CM1 – CM2 levels)

End of Cycle and end of year objectives are clearly defined in [this programme](#) for each area of teaching and learning as far as the French language is concerned.

It is important to note that Maths teaching always takes place in French unless a child does the EPC course in year 5 where Maths teaching also takes place in English.

Science/History/Geography

The teaching of Humanities alternates between French and English. The objectives are mainly taken from the French curriculum. In History, we tend to adapt major historical events and periods to better match the topics depending on whether it is being taught in French or English (i.e Louis XIV in French but the Tudors in English).

Visual Arts

We have a strong Arts programme that runs from PS-CM2. Art is delivered in English by a specialist Art teacher to all CE2-CM2 pupils. Areas of Art History are also covered during this time.

Music

Whole class sessions are delivered by a specialist bilingual teacher from PS – CM2. From CP to CM2 lessons are delivered in English and in Maternelle it takes place in French.

Physical Education

Physical education forms an integral part of pupil development. Since Sep 2021, pupils have a weekly morning session (in French) with a specialist fitness instructor, adding a half hour of physical activity per week to their routine in a fun and engaging manner.

All primary classes will have formal PE lesson delivered in French up to CE1 but from CE2 pupils will have PE lessons delivered in English by a specialist Sports teacher. Pupils have a 5 minute walk to a local community centre where they can access a large gym hall where the playing of netball, tennis, badminton and doing gymnastics is possible regardless of the weather and with no space limitations.

PSHE

In September 2021 the school introduced a new hybrid PSHE (Personal, Social, Health and Economic Education) and *Education Moral et Civique* teaching programme. This flows from an existing EMC programme but now makes up a more formulated structure.

Our INTENT is to guide children to be global citizens in a diverse society and prepare them for the opportunities, responsibilities and experiences for later life.

As part of our school ethos and bilingual identity, sessions are delivered either in French or English on a rotational basis.

Our PSHE curriculum will incorporate an age appropriate understanding of RSE, and as clearly set out in statutory guidance for primary schools, has made a deliberate choice to only teach RELATIONSHIP education as set out in the statutory guidance and not sex education which is mainly aimed at secondary pupils. Sex education will only be taught as part of the Science curriculum as set out in the French CM2 curriculum.

The Relationship Education parts of the PSHE curriculum are aimed at enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

Library

The school has a library stocked with a wide range of French and English books. Each class has a session with our very knowledgeable librarian once a week who prepares interesting sessions to entice pupils into the world of books. The sessions can be philosophical and analytical in nature and a highlight in pupils' week.

Pupils 'reading in French is well supported by the hands-on-approach of the librarian who closely monitors reading progress and levels during their weekly allocated book changing slot. The very active philately society is also run at the library.

Maternelle pupils have 'storytime' sessions on Wednesday mornings.

EPC

Pupils who wish to renounce their right to go to a French school, register for the English Preparatory Course (EPC) which is special provision for Year 5-Year 6 pupils to become familiar with the requirements to pass an 11+ examination.

The programme is broadly based on the Maths curriculum and in English, pupils work on improving their reading comprehension, creative writing skills and broadening their English vocabulary. Examination and interview preparation form integral part of the programme as from the beginning of CM2.

This is an adjusted and accelerated programme that provides pupils with an overview of given requirements. Normally parents are encouraged to employ a tutor.

4. IMPLEMENTATION

The school has 3 forms in CP and 2 forms from CE1-CM2. Each class is assigned a French form tutor who delivers the majority of the French curriculum. Each cohort is assigned a dedicated English teacher who works alongside the French form tutor in order to coordinate the delivery of the English curriculum across the year group they are assigned to.

In Primary, English teaching is delivered twice a week (3 hours p/w) i.e. pure language lessons are for 3 hours per week, but pupils also get exposure to English through the teaching of Humanities that is taught in English (alternating with French teacher) on a termly basis. The objective is for pupils to attain a parallel level in English as in French.

The French teacher teaches all areas of the French curriculum with some variation

Pupils in CE2-CM2 (Y4-5) also receive specialist Art tuition for 2 hours per week in English as well as Sport (Physical Education) delivered in English. PSHE sessions are also alternated between French and English throughout the year.

All pupils from CP-CM2 (Y2-Y6) will have access to computing lessons as delivered by their regular English teacher.

In addition to this, pupils who wish to renounce their right to go to a French school, subscribe to the English Preparatory Course (EPC) which is special provision for Year 5-Year 6 pupils to become familiar with the requirements to pass an 11+ examination. The programme is broadly based on the Maths curriculum and in English, pupils work on improving their reading comprehension, creative writing skills and broadening their English vocabulary.

Regular team meetings ensure a rigorous and consistent focus on spelling, writing and reading skills.

Classroom teachers will use high-quality resources and provide one-to-one support, where necessary with the help of a TA or co-teaching teacher.

5. ASSESSMENT

The school sees the purpose of assessment as:

Diagnostic

To identify strengths and areas for improvement and to inform next steps.

Formative

To use assessment information to make specific improvements in learning.

Summative

To acknowledge, record and report pupil's overall performance and achievement at a point in time.

Evaluative

At L'École de Battersea we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

Evaluation and tracking of progresses are competency-based which means that teachers will think their assessment accordingly to their objective: what is evaluated? How is it evaluated? How many times the skill will be evaluated and what form of assessment will be the most appropriate?

The evaluation aims to improve the effectiveness of learning by allowing each pupil to identify their achievements and their difficulties in order to be able to progress. The evaluation methods favour a positive, simple and readable evaluation, which values progress, supports motivation and encourages pupils' initiatives.

As a French school, pupils will not be undergo any standardised testing before secondary school. The only exceptions will be for pupils in CM2 (Year 6) who decide to sit 11+ exam in order to gain a place in a school of their choice.

Also, all CM2 pupils will have an English test in order to gain a place in the Section Internationale of Lycée Charles de Gaulle, if they so decide.

The school expects all teachers to have an in-depth knowledge of their pupils' progress and be able to report back to parents but methods of assessment will vary from class to class and teacher to teacher.

The key points in terms of in-school assessment that must be kept in mind is that it must enable:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- Pupils to measure their knowledge and understanding against learning objectives, and identify and prioritise areas where more support might be needed
- Parents to gain a broad picture of where more support might be needed and of their achievements

Teachers will employ a range of methods and strategies such as:

- Use of whiteboards to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives
- 1:1 or group discussions with pupils.
- 2 stars and a wish next step marking and feedback
- Weekly spelling tests
- Memorisation of poems (especially in French)
- Comprehension tests and activities
- Online comprehension tasks (TACIT – French)
- More formal tests for 11+ pupils in CM2 (Y6) – written and online (BOFA)
- Oral presentations that are scored

Reporting

Teachers will use information from assessments to report back to parents via:

- parent/teacher individual meetings – bi-annually (Autumn and Summer Terms)
- detailed school reports – bi-annually (Spring and Summer Terms)

6. ROLES and RESPONSIBILITIES.

➤ **The HEADS are responsible for**

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in French and English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.

- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding all curricular skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of French and English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of all curriculum areas in subsequent years.

➤ **Teachers are responsible for**

- Acting in accordance with this policy.
- Ensuring progression of pupils with due regard to the curriculum as designed and put in place by the school
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach their lessons
- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising TAs and co-teaching colleagues to ensure that all pupils are satisfactorily supported.

➤ **The SENCO is responsible for**

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

➤ **The pupil is responsible for**

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Behaviour Policy.

7. HOMEWORK

Teachers will plan homework that will take a variety of formats which will ensure positive learning for pupils through different teaching techniques.

Homework will be set on a weekly basis and will follow and build upon the week's lesson objectives.

Homework will be varied according to the different abilities of pupil – this includes difficulty and the time required to complete work.

Homework will focus on numerous aspects of the subject

Pupils will be set weekly English assessments to ascertain their level of progression, and to evaluate the need for additional support.

Pupils will be set weekly homework to practise for example reading, ahead of a weekly reading test.

Writing tasks; including story writing, handwriting practise, and writing to improve stamina etc., will be set weekly.

8. ENRICHMENT

➤ **OUTINGS and EXTRA-CURRICULAR ACTIVITIES**

The curriculum is enriched through regular field trips that are linked to classroom learning for example:

British Museum, Chelsea Physic Gardens, Science Museum, Polka and Lyric Theatre, Forest School, Houses of Parliament, Golden Hinde, Tate Modern, Victoria and Albert museum, Stampex etc.

Pupils from CE2 (Y4) will go on residential trips that focus on curriculum topics like History (Romans or WW11 – Normandy, Y6) or for building teamwork and resilience (Y5, Wales & Y6 –PGL).

➤ **Workshops**

The school also organises a range of workshops which could include but are not exhaustive:

Wellbeing, Anti-bullying, Psychology, Performance Arts, Music from around the world, Science, Planetarium etc.

➤ **Assemblies**

- Assemblies are often to showcase learning that has taken place in class
- It is also often used to further explore topics covered during PSHE lessons

9. EQUAL OPPORTUNITIES

All pupils will have equal access to the curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing the curriculum.

If English or French is an additional language, a TA or co-teaching member of staff could be allocated to the pupil to provide extra help where needed. Additionally, teachers will adapt teaching materials to help the pupil to better access areas of the curriculum which are delivered in their additional language. Parents could be encouraged to expose pupils as much as possible to the target language to facilitate access to lessons.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

10. MONITORING and REVIEW

This policy will be reviewed annually by the HEADS.

Any changes made to this policy will be communicated to all teaching staff.

Reviewed September 2023.