

CURRICULUM PLANS

1. MISSION STATEMENT

Jeannine Manuel’s vision was to advance international understanding through bilingual education. École Jeannine Manuel (‘the School’) embraces that vision as expressed in our mission statement:

To promote international understanding through the bilingual (French – English) education of a multicultural community of students, the fostering of pedagogical innovation, and the exploration of best practices in the context of an ever-changing global environment

2. POLICY STATEMENT

Our School shall be a cohesive community of students, parents and staff. Among stakeholders, the School’s first commitment is to each individual student, subject only to the well-being of the student body as a whole. This commitment inspires all Board of Governors decisions. It is the joint responsibility of the Board of Governors and the Head to ensure that this “Student First” policy is firmly rooted as a founding principle of the School’s shared community values.

3. CURRICULUM OBJECTIVES

Our School is both a French school and an international school. As a French school, it is guided by the French National Curriculum, as defined and documented by the French Ministry of Education. École Jeannine Manuel is also accredited by the IBO to offer the Diploma Programme. Accordingly, the School’s curriculum objectives are also informed by the IBO principles and aims.

The School’s bilingual curriculum forms the core of our educational philosophy. After sharing a common curriculum from Reception to Year 11, students in Sixth Form (Years 12 & 13) shall choose the course of studies that suits them best, according to their tastes, strengths, higher education aspirations and cultural preferences. Our students might spend all of their school years at our School or only a few. Their higher education might begin in the United Kingdom, in France, in the United States, in Canada or elsewhere. In all cases, the School shall have helped them achieve their goals, adapt and excel, so that they may live, study and work anywhere in the world.

These objectives are accomplished through the following policies:

3.1. Admissions Policy

The school’s admissions policy is to attract and retain a broadly diverse international group of students, capable of coping with the challenges of an enriched, demanding bilingual curriculum.

3.2. Small Groups

The school supports non-English and/or non-French speaking students, for whom the emotional challenge of relocation is often as great as the academic, through its small

groups, or “adaptation” programme; it enables students to study their non-native language in proficiency groups and to benefit from on-going language support.

3.3. Bilingual Curriculum

We follow the French National Curriculum, as defined and documented by the French Ministry of Education with such adjustments as are required to deploy a native-English Language and Literature curriculum and other curriculum enrichments or improvements wherever appropriate.

Our aim is for students to achieve a native proficiency in French and in English as well as a deep appreciation for literature in both languages yielding a strong base of connected references in the cultural capital of both languages.

3.4. Other Languages

Besides French and English, which play an equal role both as subjects and as languages of instruction, Chinese (Mandarin) is a core curricular commitment. From Year 4 to Year 6, Chinese is compulsory for all students (2 hours per week). It becomes an elective in Year 7, but we expect the majority of our students to continue Chinese instruction.

An immersion-based multi-sensory “natural” approach to language learning engages the children and appeals to all learning styles. Beyond the obvious geopolitical importance of Asia, and China in particular, in our students’ future, Chinese instruction is particularly rewarding: hearing and speaking Chinese develops children’s ability to discriminate and reproduce new sounds, reading Chinese characters challenges their visual memory and pattern recognition capabilities, and writing/calligraphy reinforces fine motor coordination. And of course, as with all other language studied at our School, Chinese is, most importantly, a window into the culture of China, reinforced by exchange programmes with top-ranked Chinese public schools in Beijing and two in Shanghai.

In Year 8, students may choose to add another European language (German or Spanish). Most will and The School’s aim is for them to achieve levels of proficiency validated by the cultural institutes of the three countries involved: the *Goethe Institut* (Germany) and the *Instituto Cervantes* (Spain).

4. CORE PEDAGOGICAL AND PASTORAL VALUES

Our core pedagogical and pastoral values are:

- Nurture curiosity, and a life-long appetite for learning buttressed by the mastery of core academic skills and competencies;
- Foster creativity while stressing analytical skills, critical thinking and sound judgment;
- Encourage autonomy, but also collaborative learning and teamwork: we want our students to learn how to study and work effectively on their own, and also how to contribute as part of a group;
- Advance emotional and social development, empower students to shape their own identity, rooted in their cultural background, but enriched by their multicultural experience at school.

We shall continue to explore the world of education in search of best pedagogical practices and, where appropriate, the use of technology in education, at school or at home. Our students shall be as confident with new technologies as they are with books, pen and paper.

Within our school community, we shall foster innovation in curriculum and practices, and support it through research and development grants. Recognising that teaching excellence is a crucial determinant of success in accomplishing our mission, investment in professional development shall remain a strategic priority. A process is and shall remain in place to identify, develop, implement and fund innovation in curriculum and pedagogical practices. The monitoring of programmes and evaluation of outcomes are embedded in this process. They form a critical constituent of our School culture.

5. PEDAGOGICAL INNOVATION

A commitment to pedagogical innovation, explicit in our mission statement, contributes to shape our School culture and to foster a spirit of cooperation among our faculty. Some initiatives are modest in scope; others involve curriculum development and affect every student at certain grade levels. In such cases, a programme is defined, first in terms of goals and strategic fit with the School's mission and educational philosophy, next in terms of content, resources, timing and professional development, finally in terms of monitoring and evaluation.

These programmatic changes are “hard” innovations: they have a broad impact on the architecture of the teaching and learning experience. Over time, they transform the very fabric of the school, not only in terms of curriculum content, but also in terms of new or expanded teaching practices such as inquiry-based learning (IBL), problem-based learning (PBL), and collaborative learning.

Three examples brought over from our Paris sister school illustrate this commitment.

5.1. Middle School Science

Our Middle School Scientific Inquiry Programme (SIP) was conceived under the aegis of Georges Charpak, 1992 Physics Nobel laureate and a member of our Paris sister school's Advisory Committee until his passing in 2010. It was developed by the Paris school's science department in partnership with research scientists of the *École Supérieure de Physique et de Chimie Industrielle de la Ville de Paris* (ESPCI). The SIP is an integrated inquiry-based and problem-based science curriculum spanning the whole Middle School (Year 7 through Year 10). The SIP's goal is to tackle “big questions” through hands-on scientific inquiry and to reference the history of science and scientists as the epic quest to “read the book of nature.” Expected pupil outcomes are a continued interest in science and a mature understanding of scientific inquiry.

5.2. Mathematics

Following a school-based curriculum in the primary school, the *Chantier Calcul* (“Mathematics Construction Site”) is a school-wide, vertical initiative, running from Year 7 to Year 11 independently from core mathematics classes. It is meant to consolidate mathematics fluency, the building blocks of mathematics reasoning, so as to enable higher level cognitive functioning in core mathematics classes. The *Chantier Calcul* is based on systematic evaluations, blended with “Know What You Know™” software (KWYK™), a

cloud-based adaptive proprietary software developed by alumni of our Paris sister school with the cooperation of its mathematics department. With KWYK™, teachers can also monitor the individual progress of each student through a class dashboard.

5.3. Drop Everything and Read (DEAR)

In Year 7 and Year 8, two to four class periods are dedicated every week to reading for pleasure, in the presence of a teacher who partakes in this ritual by reading as well a book of his/her choice. Books in any language are chosen from a list linked to the literature or history curriculum and tablets are permitted. The purpose of the daily DEAR session is to step back, slow down and enjoy the pleasure of reading.

It shall be our School's policy to continue exploring current trends in education and take part in the on-going international conversation regarding the role of technology in education, "blended" learning, "flipped" classrooms and the potential use of Massive Open Online Courses (MOOC) and Small Private Online Courses (SPOC) and other online resources such as Kahn Academy. The School is to become the learning hub of a student's educational space within a global learning environment.

Our exploration points to an emerging paradigm shift in teaching practices, where the role of the teacher shifts from "Sage on the stage" to "Guide on the Side," a challenging transformation in the French education tradition. As a School, we shall stimulate, encourage, nurture and fund, but we cannot dictate innovation. Our challenge is to provide an environment where innovation is embraced as the prime mover of student achievement and professional enrichment, a setting in which teachers become the cognitive engineers of their students' learning experience.

6. CURRICULUM STRUCTURE

6.1. Primary School (Nursery – Year 6)

The Nursery and Reception Year curriculums are a blend of the French National Curriculum and the EYFS Statutory Framework in terms of content and competencies sought; provided, however, that the initial development of phonic knowledge in preparation for reading is done in French only in order to avoid any confusion in the grapheme-phoneme correspondence of the two languages.

For the balance of the Primary School, we follow the French National Curriculum in terms of content and competencies sought, but the language of instruction gradually shifts to English in all subject areas except French and Mathematics. History and Geography are taught in French and English. Subjects taught are French, English, Mathematics, Science, Chinese (Mandarin) beginning in Year 4, History, Geography, Social Sciences, Visual Arts, Music, Well-being (as part of PSHCE) and Physical Education. The ICT curriculum is integrated throughout the Primary School.

6.2. Middle School (Years 7-10)

Middle School pupils share a common curriculum; except that pupils opt for Latin or Chinese upon entering Year 7. In Year 8 students may choose to add another European language (German or Spanish). The other subjects are common to all pupils: French,

English, Mathematics, Science-ICT, History, Geography, Health and Citizenship, Visual Arts, Music and Physical Education. The language of instruction is French in French and Mathematics, French and English in History and Geography and English in all other subjects; except other languages.

6.3. Upper School (Years 11-13)

In Sixth Form (the French lycée), Year 12 students will choose an enhanced version of the French baccalaureate (the “OIB”) and the International Baccalaureate Diploma Programme (IB).

The OIB is an academically enhanced version of the French baccalaureate available in cooperation with fourteen countries. There are two English-language sections of the OIB: the American Section and the British Section. Our School will offer the British Section, known as the British OIB. The curriculum is the same as that of the French baccalaureate; except in English Literature and History-Geography, which involve an enriched curriculum, more course time and demanding written and oral examinations – in English. Both subjects are taught and examined using syllabi and assessment practices validated jointly by the French Ministry of Education and the University of Cambridge International Examinations (CIE).

The British OIB is not only bilingual but also expects that candidates should be bi-cultural. Two educational cultures come into contact, two ways of teaching and assessing students, two ways of approaching subjects, and arguably, two fundamental approaches to education.

Equally demanding, the IBDP curriculum is made of the DP core and six subject groups. Made up of three required components, the DP core aims to broaden students’ educational experience and challenge them to apply their knowledge and skills. The three core elements are: a course in theory of knowledge, an extended essay and CAS (creativity, action, service). Students choose courses from the following subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics and the arts. Students may opt to study an additional sciences, individuals and societies or languages course instead of a course in the arts. Students will take some subjects at Higher Level and some at Standard Level. A minimum of three and a maximum of four subjects may be taken at Higher Level.

7. PHYSICAL EDUCATION

PE activities for Nursery and Reception will take place on school premises, both outdoors and in the two main halls. For Year One and beyond, the School has made arrangements with the local YMCA to access its 25-metre pool, gymnasium and other facilities. The YMCA is less than a 5-minute walk from the School and we will use their specialised sports staff and coaches to conduct a range of age-appropriate activities. The School has also made arrangements with Coram’s Fields (a 12-minute walk) for access to their Astroturf pitches, and with University College London’s Energy Base to access its pool and gymnasium.

8. PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

The PSHCE curriculum will be integrated as part of the Primary and Secondary School curriculum.

In the Primary School, a Wellbeing programme fosters personal and social and emotional learning and development, encouraging pupils to respect peers and adults whilst developing a sense of responsibility and a positive, open, sharing attitude towards the world around them.

In the Secondary School, the French National Curriculum includes health, sex and relationships education as well as a specific moral and civic education programme. The aims of the School are to integrate these elements into its PSHCE curriculum and help promote, “The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.” (Reference: DFE-00679-2014). In doing so, the School will stress the common core of British and French values, and help pupils explore how the two perspectives are expressed in the public institutions of both countries.

Our PSHE curriculum encourages pupils of all ages to respect other people, paying particular regard to the protected characteristics listed in Section 4 of the Equality Act 2010 (age; disability; gender reassignment; marriage and civil partnership; pregnancy and civil partnership; race; religion or belief; sex; sexual orientation).

9. SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

The School’s bilingual curriculum is academically demanding. It is further enriched with Chinese instruction beginning in Year 4, and strong mathematics and science programmes at every level. Since many learning issues are language-based and thus often exacerbated by a bilingual education, the School does not recommend admission for students with language-based learning issues.

When learning issues are nonetheless discovered after admission, usually through outside testing triggered by emerging learning issues at school, the School helps parents seek remediation with outside specialists. If the learning issues are not primarily language-based, the School makes every effort to adapt to the needs of the pupil in coordination with outside remedial specialists.

10. ENGLISH (OR FRENCH) AS AN ADDITIONAL LANGUAGE (EAL - FAL)

The integration of pupils coming from all over the world is at the heart of the School’s mission and our sister school in France has developed considerable expertise in adapting to the needs of able pupils with little or no proficiency in English or French (or both). These pupils are placed in small language groups where they study the target language at their own proficiency level and progress enough to enter the mainstream bilingual classes.

On-going language support is provided to help make the transition to a fully bilingual curriculum and assessment goals are contextualised to reflect the challenge of learning and working in a pupil’s non-native language.

11. CO-CURRICULAR ACTIVITIES

Co-curricular activities constitute an essential aspect of the education at our School. Our aim is to enrich and enhance the learning and understanding of students by providing an environment in

which all of their abilities and talents are recognised and nurtured, thereby contributing to help them forge their own, distinctive identities in a context of spiritual, moral, social and cultural (SMSC) development.

The aims of the co-curriculum are:

- To provide opportunities for all students to develop and demonstrate originality, skill and enthusiasm across a broad range of creative, physical and cultural activities in school and in the wider community.
 - To inspire and engage pupils, enabling them to discover and pursue new passions and to develop greater self-confidence and self-awareness.
 - To encourage pupils to develop a strong sense of responsibility and an appreciation of the importance of service and community.
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