



**Ecolint**  
La Châtaigneraie

**A parent's guide to  
the Primary Years  
Programme**



# WELCOME TO ECOLINT

The Ecole Internationale de Genève, commonly known as Ecolint, was founded in 1924, by local pedagogues and officials of the League of Nations and the ILO. Initially counting just eight students, a handful of teachers and a rabbit(!); and operating out of the family home of one of the founders. Ecolint now comprises eight schools on three impressive campuses in the Geneva area. Over 4400 students are taught - in English and French - by around 520 teachers, making Ecolint not only the oldest international school in the world, but also one of the largest.

Despite a significant change in size, Ecolint remains as true today to its founding values as it was in 1924. Its unwavering commitment to its mission to educate for peace and to prepare students for membership of communities that are socially and culturally diverse, for citizenship and for engagement with the political, ethical and environmental challenges of their times remains. Resolutely not-for-profit, Ecolint prides itself on its long history of student-centred, pedagogical innovation - including being the birthplace of the International Baccalaureate - and its role in creating world citizens, as well as the outstanding academic, artistic and sporting achievements of its students, staff and alumni.



## What is the International Baccalaureate?

The [International Baccalaureate \(IB\)](#), headquartered in Geneva, Switzerland, is an international educational foundation which was founded in 1968. Initially known as the International Schools Examinations Syndicate, it was first created to administer the International Baccalaureate Diploma Programme, which was pioneered by teachers from Ecolint. They in turn were inspired by an educational framework developed by Marie-Thérèse Maurette, Ecolint's Director from 1925-1950.

The IB now offers four programmes: the [IB Diploma Programme](#) and [IB Career-related Programme](#) for students aged 17 to 19, the [IB Middle Years Programme](#) for students aged 12 to 16, and the [IB Primary Years Programme](#) for children aged 3 to 11.

### **The IB Mission**

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## The International Baccalaureate Primary Years Programme (IB PYP)

The Primary Years Programme (PYP) is our curricular framework for learning and teaching for students from Pre-Reception to Year 6.

The PYP is a transdisciplinary, inquiry-based and student-centred education with responsible action at its core. It emphasises the central principle of agency that is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community (IBO, 2019).



# THE LEARNER

## Learner Agency

PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief and, in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others.

Throughout the PYP, opportunities are created for students to take initiative, express interest and wonderings, and make choices. Ecolint students have a voice and are regularly consulted to provide feedback to inform decision making. Students are aware of their learning goals, regularly reflect on their learning and are involved in planning for next steps.

## Early Learner

The term Early Learner is used to refer to our 3 to 6 year olds. Experiences during the early years lay the foundation for all future learning. A rapid rate of development during the early years occurs in the physical, emotional, social and cognitive domains. The brain and body develop faster than at any other point in a child's life. Social development also takes shape in these early years as children are naturally inclined to explore, to discover, to play and to make connections between self, others and their entire surroundings. Through these interactions, children form their perception of themselves and others in the world (Rushton, Juola-Rushton 2010).

Our aim is to nurture a love of learning in a safe and inviting environment where we believe our youngest students are all curious and capable learners.

The processes of learning and teaching are crafted to support students' individual and emergent pathways of development. Teachers support learning by:

- planning uninterrupted time for play
- building strong relationships with students and their families
- creating and maintaining responsive spaces for play
- offering many opportunities for symbolic exploration and expression.

Play is the primary driver for inquiry for the Early Learners. Play involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests. Through play, children actively construct meaning from their interactions with their physical and social worlds. These meanings, models or ideas are revisited and revised in light of new experiences and further learning. In play, children construct, test, confirm or revise these ideas by themselves or with their peers, constantly adapting their personal models of how the world works. Teachers interact with students while observing, monitoring and documenting their learning. During uninterrupted time for play, teachers initiate a range of intentional learning experiences, offering support and feedback when needed.

## Learner Profile

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

## Action

Action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and to the programme's overarching outcome of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose.

Action takes place when children engage in their learning such that they initiate a purposeful response within or beyond the curriculum.

Action could be:

- a change in attitude
- a consideration or plan for action in the future
- a demonstration of responsibility or of respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in community, local and global decision-making.

Action might come in the form of participation, advocacy, social justice, social entrepreneurship or life choices.

## PYP Exhibition

In the PYP exhibition – the culminating event of a PYP education- students demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning – and their capacity to take action – as they are actively engaged in planning, presenting and assessing learning.

The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.

# LEARNING AND TEACHING

## Transdisciplinary Learning

The PYP is committed to student learning in a transdisciplinary context. Transdisciplinary learning in the PYP refers to learning that is not confined within the boundaries of traditional subjects but is supported and enriched by them.

Key elements of the PYP are knowledge, conceptual understandings, skills, dispositions and action. These are developed through six themes and supported by six subjects.



These themes are worth exploring regardless of where PYP students are in the world and with which ethnic or cultural group they identify. Framing the programme of inquiry, these globally and socially driven themes provide a starting point from which students can examine issues and opportunities as they are being experienced in the real world.

Students explore each of the six transdisciplinary themes through units of inquiry which provide opportunities for in-depth investigations into important ideas. These themes are revisited every year allowing students to develop a deeper and broader understanding in each area. (Students aged 3 to 6 engage with four themes each year).

The learning and teaching in a PYP school is planned collaboratively. The Programme of Inquiry ensures balance across a year and through the Transdisciplinary theme. Learning is responsive to the interests of the students and their inquiries. Each PYP school has created overviews to provide a general picture of how the learning is connected.

## Approaches to Learning

Learning how to learn is fundamental to a student's education. The Approaches to Learning are five categories of interrelated skills to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.



## Inquiry

Inquiry, as the leading pedagogical approach of the PYP, recognises students as being actively involved in their own learning and as taking responsibility for that learning. Effective inquiry encourages students to think, challenge and extend their ideas; it prompts students to reflect and take action.

Through the inquiry process, students move from current understandings to new and deeper understandings. This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position.

## Assessment for Learning

Assessment is an integral part of the learning process. It is central to the PYP goal of thoughtfully and effectively supporting students in their acquisition of knowledge and skills, understanding of concepts, and the development of personal attributes and approaches to learning.

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

In a PYP school everyone in the learning community (students, teachers and parents) has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and how the assessment is going to be carried out.



## The learning Community

The learning community recognises that education is a social endeavour benefiting all its members individually and collectively.

An inclusive learning community:

- lives peacefully together by engaging with different ways of knowing and being
- prioritises people and their relationships
- assumes shared responsibility for learning, health and well-being.

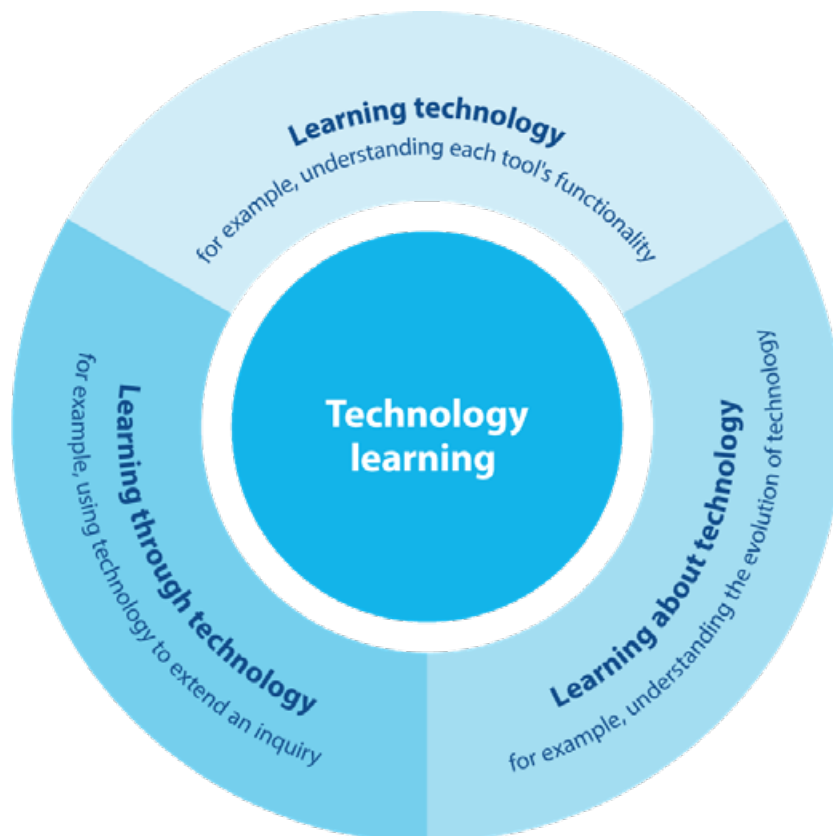
## Learning Environments

Inspired by the IB and the world renowned educators of Reggio Emilia, the concept of the 'environment as the 3<sup>rd</sup> teacher' is honoured by our programme. A learning environment is the context in which learning happens. Learning occurs in environments that promote collaboration and a shared sense of purpose and belonging. Classrooms and other shared areas within the school buildings and grounds are thoughtfully and intentionally curated to offer spaces that provoke, support and reflect learning. An effort is made to blur the lines between the inside and outside, to offer a visually thoughtful collection of pedagogical documentation that supports the autonomy of the students and ensures that their role as protagonist in their learning is a priority.



## Technology Integration

Technology is fully integrated into our curriculum, with an Educational Technology Teacher working with the teachers on setting up meaningful connections within each unit of inquiry. We look for ways to help students utilise technology in various contexts, by integrating it in different degrees, by using technology to substitute what can be done in other ways, to augment it, to modify and to redefine learning engagements through the use of technology.



## Learning Beyond the Classroom (Excursions, Ski Days, Forest School, etc.)

PYP schools take a broad view of learning; the curriculum is the entire learning experience that the school offers. Learning may occur anywhere and anytime, in real and in virtual spaces, both inside and outside the programme of inquiry.

Children are always learning and they depend on their own experience to do it most efficiently. Consequently, we believe in expanding the classroom to the areas in the immediate environs of the school. Excursions, guest speakers, concerts and community events with year groups or specific classes are planned to enhance the research projects underway in the classroom. Interviewing experts, first hand encounters and tapping resources available on our doorstep foster a deeper understanding, a more personal connection to the subject under study. These also dissolve classroom walls and encourage a sincere engagement in the local community, a hallmark of a truly international education.

# WHAT IS SPECIAL ABOUT OUR PYP PROGRAMME AT LA CHÂTAIGNERAIE?

## Two Languages, A World of Opportunities

Bilingual programmes are defined as those which involve the students in a programme of study that is both focused on the study of two target languages as well as the teaching of other subjects through the vehicle of the languages (e.g. mathematics). They can be organised in any number of different configurations and levels of intensity.

These two articles provide a good overview of some of the common misconceptions about bilingual programmes:

> [Grosjean - \*What Bilingualism is Not\*](#)

> [Grosjean - \*Myths About Bilingualism\*](#)

All students at La Châtaigneraie Primary School learn in and through both French and English. Using the IB PYP Programme as a central organising feature we have configured this using a sequence of age-appropriate formats.

### Pre-Reception, Reception

Students are taught in a language rich classroom in both English and French. Set up to model a family where parents speak 2 languages, the two adults working with the children interact in either English or French, conducting activities throughout the week so that the students are engaged in learning through both languages.

Parents are asked to designate either French or English as their child's Language A. During the week, your child will be involved in language learning activities in both their Language A and Language B.

### Year 1 - Year 6

From Year 1, students will move into an English or French classroom depending on which of these languages is their Language A. In this classroom, literacy and mathematics, as well as the heart of the Units of Inquiry (research in humanities and sciences) are taught by the class teacher in the Language A.

In addition, students have Language B lessons each week. In addition, Language B is used to instruct classes in PE, Music and Theatre/Visual Arts when the students are with specialist teachers.

### What are the benefits of Learning through two languages?

Bilingual programmes exist all over the world and are offered in a variety of formats. Since the creation of immersive programmes in the 1970's, bilingual programmes of all types have been extensively studied. The results of decades of research confirm their success in providing students with identical to superior academic results when compared to peers in monolingual programmes. These results are consistent for both linguistic and non-linguistic (e.g. mathematics) subjects.



### Links to Related Research

#### Myths and Realities of Immersion Programmes

- > [\*Calgary's Child - French Immersion- Busting the Myths\*](#)
- > [\*Hugo Beaten-Beardsmore on CLIL - Content and Language Integrated Learning \(CLIL\)\*](#)
- > [\*Peter Mehisto -Bilingual Education - The Benefits\*](#)
- > [\*Brenda Gorman - Myths of Bilingualism\*](#)

#### **Are Bilingual Programmes suitable for all learners?**

Yes. Researchers have spent an enormous amount of time looking at this particular question. Results of these studies confirm that most students who have learning challenges will do just as well in bilingual programmes as they would have done in monolingual programmes. In fact, they tend to outperform their peers who studied in monolingual programmes. It is important that adequate support services be provided for them in the new language as those that would have been provided in a monolingual setting (e.g. literacy, mathematics or behavioural interventions). There are a variety of theories that seek to explain the consistently positive results of these studies.

#### Review of Related literature

- > [\*Second Language Research Institute of Canada - French Immersion and At Risk Students - A Summary\*](#)

#### **Benefits to dominant language from dual language programmes.**

Parents often ask about whether or not a child's dominant language will be affected when he/she learns another. The answer is No. Studies have repeatedly and consistently confirmed that there is no evidence of any medium to long-term loss to the language skills for students studying in bilingual programmes.

For students studying in immersion programmes, within 3-5 years of significant exposure to the other language, students perform at or above the level of their peers, in monolingual programmes, including in the dominant language.

Dr Jim Cummins, University of Toronto, proposed a now widely accepted theory that explains this phenomenon. He explains this as the link between languages wherein there is a 'Common Underlying Proficiency of Language'. Students learning more than one language gain access to an enhanced understanding of how languages work and apply this understanding to their study of both languages, thus strengthening their competency in both. It is best explained via the information in the following links.

### Relevant Links

- > [\*Cummings - Teaching for Cross Language Transfer, 2005\*](#)
- > [\*Secondary Source - What is Jim Cummins Theory of Common Underlying Proficiency\*](#)
- > [\*Research on results of intensive French - Research Paper from Canadian Association of Second Language Teachers\*](#)
- > [\*Intensive French - Summary of Research on Intensive French\*](#)

### How can teachers teach so that the students understand?

Teachers focus on making all that they do comprehensible. This is exemplary pedagogy for any classroom and true for all subject matter, but even more important when language levels vary from student to student. Teachers use a variety of resources to help illustrate and explore ideas. From visual aids (e.g. charts, graphs, photos and diagrams) to manipulatives (e.g. cubes for mathematics) to the organisation of small targeted groups, teachers incorporate a variety of strategies to help students understand the concept they are working with and simultaneously acquire the language.

### Relevant Link

- > [\*Dr Stephen Krashen - Presentation on Language Acquisition and Comprehensible Input\*](#)

### Will my child's performance be affected by the language levels of the children around him/her? or Should children be grouped by ability?

Yes and no. At La Châtaigneraie, there has always been a larger percentage of Anglophone or Allophone children in our programme: approximately two thirds of the student population. As part of the Ecolint Mission, we have consistently welcomed language learners at all levels of the spectrum into our classes at all year levels. We have designed support structures to accommodate this so that children as individuals can access the learning resources necessary for their own development (e.g. French or English as an Additional Language (FAL/EAL) specialists, Learning Support specialists and reduced ration Language B classes). We also conduct assessments of their academic skills as part of our ongoing programme planning.

Research on the effect of mixed ability grouping strongly supports the balanced use of heterogeneous grouping to enhance learning for students at all levels of proficiency. A review of a broad range of studies conducted by Robert Slavin (Johns Hopkins University) is considered the benchmark for this area of research. It concludes that it is important to provide both mixed and ability specific groupings to ensure learning opportunities are optimised for all learners, including high achieving learners.

## Relevant Link

> [Robert Slavin- Achievement Effects of Ability Grouping: A Best Evidence Synthesis](#)

### How will my child's language skills compare to those of peers enrolled in programmes elsewhere in the world?

In classrooms at all levels, La Châtaigneraie teachers conduct assessments of academic skills in key areas of literacy and mathematics. These are varied in their type and methodology and are often adapted for individual students or small groups. The results are used for reflection by the team of teachers working with each group/child and support decisions made about learning. The ongoing collection of data is part of exemplary practice in teaching and learning and discussions of individual student progress, such as those conducted during Parent-Teacher Consultations, Student-Led Conferences or Portfolio Sharing, etc., are part of the process of sharing these data.

A literature review of dual language programmes, in particular immersive programmes, confirms that in the medium to long-term, students perform at levels that are similar and/or better than their peers in monolingual programmes elsewhere. Our own data supports the research. For example, in a multi-year study of the French language skills of our students, we found that our students performed at or above the level of peers in France for fifteen core competencies in French language, even though many students in the class were from non-Francophone households.



## A Reggio-inspired PYP Programme

Since 1945, the educators in Reggio Emilia, Italy, have been working closely with their community to establish, expand and enrich an approach to learning that has now been recognised as exceptional. Following the publication of a [Newsweek Article](#) that appeared in 1991, the world has paid attention and now thousands of educators travel each year to Italy, and other related academic conferences worldwide, to study and learn more about this approach. The central tenets of the approach were the primary inspiration for the IB's PYP Programme which was first established in 1995. These are:

- The image of the child: The belief that every child is already a competent learner who approaches the world using scientific methods of observation, interaction and dialogue to construct his or her understanding. Each child is a protagonist, the first teacher in his/her own learning journey and that interaction with others is fundamental to all learning.
- Environment as the 3rd teacher: The concept that learning spaces must be thoughtfully and intentionally constructed to offer a rich context for learning, one that empowers the child to be as autonomous as possible in pursuing his or her learning journey. The child uses many languages to experience the world and construct his or her understanding of it. Learning environments must offer provocative opportunities for the child to learn through the languages of clay, paint, wood, sand, paper, plants, etc., and these hold equal value to the traditional language of paper and pen.
- The pedagogy of listening: The role of the adults working with children is to pay attention, to observe and document the experiences and developing theories of the learners. Collecting, sharing and analysing data allows educators, parents and students to revisit these learning experiences so as to amplify the children's thinking, making their theories visible through photographs, videos and other forms of pedagogical documentation.

## An Inclusive School

*At Ecolint we provide a high quality inclusive international education based on the principles of equality and solidarity among all peoples and the equal value of all human beings.*

*Ecolint welcomes learners with a range of attributes and meets their educational and social-emotional needs through developing autonomy, agency and self-advocacy via clearly defined programmes and support structures.*

*Admission to the school is dependent on our capacity to match individual student learning profiles to available resources.*



## **Our Inclusive Programme**

At La Châtaigneraie Primary School, we focus on the whole child. We believe that all children are competent learners, and that as a school we need to honour their role as the protagonist in their own learning. Children as individuals are complex and possess a variety of skills, strengths and interests that play a role in their learning. Helping them come to an understanding of themselves first, recognising their own strengths and challenges, is of primary importance. We do not believe that one size fits all.

We believe that the programme that supports this philosophy of learning needs to be flexible so as to adapt to the needs of the learner. We believe that happiness matters and that to achieve this, the child should be with his/her age-appropriate peers, surrounded by a multidisciplinary team of caring experts. The programme should provide academic challenges, and/or support intervention when and where the child is ready for it in order to optimise their progress. Some children in every class are working well above age-appropriate levels in some or all disciplines, and they need support to continue to move forward. Some children in every class are in need of additional interventions/support to address areas that are not moving as quickly as expected. Sometimes the same child is receiving a combination of the above. We believe it is our responsibility to provide this type of learning for all our students.

In addition to our many certified and specially trained educators, our school has a team of professionals who can support the whole child. A full time Nurse, a team of Psychologists, Speech and Language Therapists and Occupational Therapists are also available to collaborate in a network of support around our students.

## **Learning Support Infrastructure at La Châtaigneraie**

A blend of the following, combined with the creativity, experience and dedication of our teachers is what makes the 'child-centred' approach come to life.

1. Classroom and Specialist Teachers supported by trained classroom assistants are skilled at adapting learning experiences for all learners. This is accomplished by modifying either the task or the method of support offered to complete the task. Think of a task that has a low threshold that allows all students to engage, but that can be complexified by those students ready to work at a higher level. Think of smaller, flexible groupings of children working directly with an experienced and qualified classroom teacher.
2. Learning Support Specialists interact both in and outside of classrooms to complement the classroom programme. Think of individual students or small groups receiving targeted intervention in areas needing support. These sessions are offered within the classroom and/or in smaller learning environments in the building.
3. ESP (Extended Support Programme) is a specialised, small ratio complement to the mainstream class. For a very small number of students (usually a maximum of 10 in the school), participation in the regular programme requires more significant modification and the attention of a specialised team. The ESP team of teachers and assistants is highly trained in addressing the unique needs of this group of children and both accompany them (1:2 ratio) in the classroom and deliver individual lessons in a specialised setting.
4. Gifted and Talented/High Potential Learners: many of our students are very capable learners and are functioning above age-appropriate norms for certain subject areas. These students are supported in their classroom programmes by adjustments/modifications made to their programmes which are supervised and monitored by the Classroom and Specialist teachers. Learning Support Specialists may also support classrooms with high potential students.



5. Student Support Group (SSG): a multidisciplinary team of educators, the Student Support Group (SSG) meets weekly to review student progress and agree suitable strategies where concerns have been raised by teachers/parents. The SSG comprises the Principal, School Psychologist(s), Nurse, the student's Teacher(s) and Learning Support members. Provision for students with higher levels of need and provision and progress are documented and tracked in their Individual Learning Plan (ILP).
6. Additional Support: for students with special requirements or higher levels of need than those usually provided for from the provision outlined above, there are a range of time limited services that can be accessed within school that are charged to parents. This includes Speech and Language Therapy (in English), Logopédie (in French), Occupational Therapy, Personal Assistants and Tutors.

### **Our Staff**

Our team of educators have been carefully chosen for our unique Bilingual PYP Programme. Our teachers are a blend of international educators, with experience from around the world and some local French and Swiss nationals. They are all fully qualified, each one having completed university post graduate programmes in education. Linguistically they represent the bilingual nature of our programme and all speak both English and French. They manifest the intellectual curiosity and academic rigour that is required in order to deliver the demanding PYP Programme. A comprehensive programme of ongoing professional development is undertaken by all our teachers to support their interest in learning throughout their professional lives and to ensure that our students are receiving an education based on the best that current research in pedagogy offers. They are models of life-long learning for our students.

# ADMISSIONS

Applications to our three campuses are centrally processed through the Admissions Office located at the La Grande Boissière campus. Ecolint is a non-selective establishment that welcomes all children whose needs can be met by our programmes.

To contact the Admissions team, please write to [admissions@ecolint.ch](mailto:admissions@ecolint.ch) or call +41 (0)22 787 26 30.

## Admissions process

An application for admission is made online and can be submitted at any time for the current or any future academic year. New students can join the school throughout the school year up until and including during the last trimester, subject to availability of places.

### All applications are considered individually, taking into consideration the following factors:

- Placement in present school
- Previous changes during the applicant's education
- Languages spoken
- Final goals of the applicant
- Level of maturity and age\*.

\* Age: for years Pre-Reception, Reception and Year 1, the Canton de Vaud requires that we apply the 31 August "cut-off" date strictly. For Year levels 2 and above this is given as an indication of the probable year but is only one of the factors taken into account when a principal places a child.

The Principals might ask for further information or may request to meet with the applicant and his/her parents.

## Offer of places for an entry date in September

Places will be offered by the Admissions Office by telephone or e-mail from February/March (after the re-enrolment of our current students) to the end of August. Following the acceptance of a place by the parents, a contract is sent by the Admissions Office. The place is secured upon receipt of the enrolment contract signed by the parents and of the payment of the Registration Fee and the Capital Development Fund Fee (see "Tuition & Fees").

## Assisting students with the transition

Before the beginning of the school year new families will receive a welcome letter outlining all information relevant to the start at the school. In collaboration with the Parent Teacher Association the school can connect interested new families with "buddy" families from our community.

An Orientation Day takes place on the Friday before the beginning of the new school year to welcome all new students and their families and a number of different social and informative events will take place. Students who can attend are invited to visit for a morning in June during which they can start to make friends with their new peers.

## EXTRA CURRICULAR PROGRAMMES AND SERVICES

- a. **Transport:** we provide a transport service to and from our campuses. The service covers most of Geneva, Vaud and the French border areas, with routes determined based on demand. Tariffs and itineraries can be found in the “General & Financial Conditions” brochure.
- b. **Cafeteria:** our catering partner SV Group provides a delicious and nutritious hot lunch service every day for students. Tariff information can be found in the “General & Financial Conditions” brochure. Students who do not choose to sign up for cafeteria are welcome to bring their own picnic lunch from home and to eat with their classmates in the cafeteria.
- c. **After School Care:** if your work schedule means that you need your child to stay at school past the regular school hours, we provide an After School Care service every day until 18h00, proposing high quality care and worthwhile activities. For more details, please consult our [After School Care brochure](#).
- d. **Extra Curricular Activities:** all our schools offer a vast array of age-appropriate after school activities, taught by experts, designed to enrich student learning, encourage creativity, broaden horizons and develop additional skills.



## USEFUL LINKS

Year	Programme of Inquiry by Year EN	Language Learning Journeys: Primary	Mathematics Learning Journeys: Primary
Pre-reception	<a href="#">Pre-Reception Programme of Inquiry Overview</a>		
Reception	<a href="#">Reception Programme of Inquiry Overview</a>	<a href="#">Early Literacy Learning Journeys</a>	<a href="#">Maths: Early Years learning journeys</a>
1	<a href="#">Yr 1 Programme of Inquiry Overview</a>		
2	<a href="#">Yr 2 Programme of Inquiry Overview</a>	<a href="#">Yr 2 Language Learning Journey</a>	
3	<a href="#">Yr 3 Programme of Inquiry Overview</a>		<a href="#">Maths: Primary Learning Journeys Data Handling Yr 3-6</a>
4	<a href="#">Yr 4 Programme of Inquiry Overview</a>	<a href="#">Writing: Primary Learning Journeys Yr 3-6</a>	<a href="#">Maths: Primary Learning Journeys Measurement Yr 3-6</a>
5	<a href="#">Yr 5 Programme of Inquiry Overview</a>	<a href="#">Reading: Primary Learning Journeys Yr 3-6</a>	<a href="#">Maths: Primary Learning Journeys Pattern &amp; Function Yr 3-6</a>
6	<a href="#">Yr 6 Programme of Inquiry Overview</a>		<a href="#">Maths: Primary Learning Journeys Shape &amp; Space Yr 3-6</a> <a href="#">Maths: Primary Learning Journeys Number Yr 3-6</a>



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