



LA GARENNE
INTERNATIONAL SCHOOL

MIDDLE SCHOOL CURRICULUM HANDBOOK

MYP - CONTINUOUS GROWTH

2025-2026



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Our Mission

The mission of La Garenne International School is to prepare students from around the world to become independent, international-minded young people. We promote traditional Swiss values of open-mindedness, responsibility, innovation, empathy, and respect. We strive to nurture each learner's talents, meeting their individual needs and aspirations.



Our Core Aims

CARE

Give each student personalised attention with empathy and understanding to help keep them happy, motivated and healthy as they progress towards adulthood.

RESILIENCE

Promote strategies to adapt, recover, and grow in the face of challenges. Students step out of their comfort zone and learn never to give up.

BE HAPPY AND NEVER, NEVER, NEVER GIVE UP

IMPACT

Prepare students to make a difference to themselves and to the world through community service and peer support, giving them the tools for self-reflection, aspiration and personal growth.

CURIOSITY

Make inquiry central to our teaching and learning so that students become lifelong learners, never ceasing to critically investigate, question, and analyse.

UNLEASH YOUR TALENTS, INSPIRE THE WORLD



International Baccalaureate

Mission Statement

As an IB World School, we are committed to supporting the values of the International Baccalaureate Organisation, who share the following 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.”



LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

REFLECTIVE

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

CARING

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

OPEN-MINDED

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

KNOWLEDGEABLE

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines

RISK-TAKERS

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

INQUIRERS

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

BALANCED

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

COMMUNICATORS

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

PRINCIPLED

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

THINKERS

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

UNLEASH YOUR TALENTS – INSPIRE THE WORLD



Welcome

Welcome to our Middle School at La Garenne, where your child will grow, explore, and thrive. As part of our commitment to academic excellence and holistic development, we are proud to offer the International Baccalaureate Middle Years Programme (IB MYP), an internationally recognized framework.

The MYP places students at the center of their own learning journey. It is an inquiry-based programme, which means students are encouraged to ask questions, seek understanding, and think critically. Instead of simply receiving knowledge, your child will actively engage in uncovering ideas, investigating issues, and making meaningful connections across subjects and to the world beyond the classroom.

Collaboration is a cornerstone of the MYP experience. In our vibrant boarding environment, students have daily opportunities to learn not only from their teachers but also from their peers. Group projects, interdisciplinary units, and service learning allow students to work together, communicate effectively, and value diverse perspectives - skills that are essential in today's interconnected world.

We also believe in the power of discovery. Through real-world challenges, as evidenced through our Outdoor Education programme, and hands-on experiences, students develop both independence and confidence. The MYP encourages them to take intellectual risks, reflect on their growth, and understand how they can contribute meaningfully to their communities - locally and globally.

As parents, you are vital partners in this journey. We look forward to working closely with you to support your child's academic progress, personal well-being, and development as a principled, compassionate, and curious learner.

Together, let us embrace the spirit of inquiry, collaboration, and discovery that defines the MYP - and inspires our students to reach their full potential.



Alexandra Hunn

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Head of Secondary



The La Garenne Curriculum Continuum

La Garenne has a vibrant international curriculum which addresses the wide variety of needs and interests of our students. Our curriculum is carefully designed to ensure our students progress throughout each age range, culminating in the IB Diploma and High School Diploma Programmes.

LA GARENNE CURRICULUM OVERVIEW



RECEPTION

Early Years Foundation Stage (EYFS)

Year 1, 2, 3, 4, 5, 6

English National Curriculum (ENC)
International Primary Curriculum (IPC)

Year 7, 8, 9

Middle Years Programme (IBMYP)

Year 10, 11

International General Certificate of Secondary Education (IGCSE)

Year 12, 13

International Baccalaureat Diploma Programme (IBDP)
High School Diploma Programme (HSD)



Year 7 - Year 9 Curriculum

The Year 7-9 Curriculum follows the IB Middle Years Program (MYP). The MYP curriculum puts the students at the heart of their own learning and encourages them to make practical connections between all parts of their studies as well as making links to the world around them. The curriculum encourages international mindedness, service learning and global citizenship throughout all subjects. The Year 7-9 curriculum links and leads seamlessly into students being able to complete the IGCSE programme in Year 10-11.

Approaches to Teaching and Learning (ATLs)

At La Garenne, our Approaches to Learning are embedded within the curriculum from the Primary Years through to the IBDP and HSD. Students develop their communication, self-management, thinking, research and social skills through the learning environment both inside and outside of the classroom.

In the Primary years, students will primarily focus on the disciplinary content of their individual subjects. However, they are also encouraged to make connections between different subjects or apply their knowledge in cross-curricular ways. For instance, within the IPC Curriculum, a unit like "Active Planet" might link to science (geology, plate tectonics), art (creating models of volcanoes), and literacy (writing news reports about earthquakes). Outside the classroom, a forest session could offer opportunities to consolidate learning by making links with a science unit on ecosystems, or by applying mathematical concepts like fractions using natural materials found in the environment.

As students move into the Middle Years Programme (MYP), in Years 7-9, they benefit from the interdisciplinary approaches of the IB; students frequently make connections between their subjects, through Interdisciplinary Units of work. For example, an Interdisciplinary Unit (IDU) may focus on analysing a global issue, such as climate change, through the lens of Science (impact on ecosystems) and English Language and Literature (persuasive writing about solutions). Such studies enable students to make connections between both the content being studied, by considering a particular topic through different lenses, but also how to make links with the skills being developed across different subject areas.

At IGCSE level, whilst students will be focused on the disciplinary content of their individual subjects, students may make connections between different subjects or apply their knowledge in cross-curricular ways. For example, a science course might require students to analyse data using mathematical concepts, or a humanities course might involve research using online resources. Additionally, through the Personal Projects, students are able to focus on an area of personal interest which will encourage both interdisciplinary and transdisciplinary exploration.

When students reach the IBDP and HSD, they continue to focus on the disciplinary studies of their subjects, enabling them to develop the relevant skills in each subject discipline prior to specialising in post-secondary education. IBDP students will make interdisciplinary connections through the Core element of the programme: through TOK, students will explore the nature of knowledge and how we know what we claim to know, encouraging critical thinking across disciplines, whilst in their Extended Essays, students will conduct in-depth research on a topic of their choice, potentially spanning multiple disciplines. Both IBDP and HSD students will complete the CAS programme, which focuses on experiences outside the classroom, encouraging students to develop creativity, activity, and service, often involving interdisciplinary approaches.

Through Extra-Curricular Activities, expeditions and our outdoor education programme, all of our students are able to learn in multi-faceted ways. Students are encouraged to transcend subject-specific boundaries to address real-world issues and foster a holistic understanding of the world and our place within it.



Concepts

Concept-based learning is at the heart of the IB MYP Programme and effective education generally. By encouraging students to develop conceptual understanding, we are helping to ensure that they develop a holistic view of knowledge and go beyond memorising facts. Each unit explores one overarching Key Concept which frames the inquiry, in addition to two or more Related Concepts rooted in the subject discipline.

Global Contexts

The six Global Contexts form a framework to ensure that learning is always relevant to our students. They link across the subject areas and connect what the student is learning in class to what is happening in the real world. Each unit is rooted in one of these Global Contexts:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

Service as Action

One of the most exciting features of the IB MYP is the compulsory Service as Action component. This is designed to enable students to develop a stronger sense of the importance of community. They become responsible citizens, with a deepening understanding of the world around them. Service as Action provides wonderful opportunities for experiential learning through real-world interactions. The emphasis is on:

1. Developing community awareness and concern.
2. Learning to balance social, academic, and recreational avenues whilst maintaining a healthy lifestyle.
3. Becoming independent.
4. Developing skills to make an effective contribution to society including personal reflection, resilience and working collaboratively.

Service as Action ranges from direct service such as providing one-to-one support for others, to indirect service such as supporting a cause, charity fundraising or raising awareness of an issue.

The Community Project

The community project is a student-led project with the aim of developing their collaboration skills through participation in a practical exploration of the inquiry, action and reflection cycle. Our Year 9 students lead the project teaching and guiding the other year groups, giving back not just to our school community but local and global communities too.



- participate in a sustained, self-directed inquiry
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Year 7 - Year 9 Subjects and Timetable

In Years 7-9, students have lessons in the following subjects:

- English
- Maths
- Science
- Integrated Humanities
- French
- Music
- Visual Art
- Design
- Physical Health Education
- Global Citizenship
- Wellbeing

English

Students have 5 periods of English a week. At the start of the school year, we assess all students' levels of English against the Common European Framework of Reference (CEFR). Depending on each student's language level, they will be placed in either an English Language and Literature, English Language Acquisition, or an English as an Additional Language (EAL) class. Students who are beginners will be in the EAL class, and when they reach a B1 level, they will follow the Language Acquisition course, while those who have a more advanced level of English will be placed in the English Language and Literature course.





In order to give students the best possible chance for academic success in the IB MYP, IGCSEs and IBDP / HSD, English language acquisition is prioritised. Students in Year 7-9 with lower levels of English will also receive an extra 4 lessons of EAL which they will take instead of French.

Students entering Year 11 or Year 12 are required to have attained B2 English level (First Certificate).

Language and Literature

The Language and Literature course is an academically rigorous curriculum which aims to equip students with linguistic, analytical and communicative skills. Students develop an appreciation of language and literature, through listening, speaking, reading, writing, analysing and presenting through following key aims:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works
- develop a lifelong interest in reading widely and apply language and literary concepts and skills in a variety of real-life contexts

Language Acquisition

Through Language Acquisition students develop their language skills no matter their level; they explore and progress their skills through the following aims:

- develop the student's communication skills necessary for study, work and leisure in a range of different contexts and for a range of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to understand the nature of language and the process of language learning, integrating linguistic, cultural and social components

English as an Additional Language

Students whose English language level is below B1 will follow a tailored EAL course which aims to support students who are learning English as a second or additional language, enabling them to access the curriculum, participate fully in school life, and achieve their academic potential. This involves developing their English language proficiency in all four modalities: listening, speaking, reading, and writing, alongside fostering cultural understanding and promoting bilingualism. Students are assessed against the CEFR



framework, rather than MYP assessment criteria. When students reach a B1 level in English, they will 'graduate' from the programme and move into the Language Acquisition class.

Cambridge Exams

In addition to the MYP English curriculum, we offer students the opportunity to take Cambridge English exams. Cambridge English exams are a suite of internationally recognized English language proficiency tests designed to assess and certify English language skills for various purposes, including academic, professional, and personal development. These exams, developed by Cambridge Assessment English, are aligned with the Common European Framework of Reference for Languages (CEFR) and offer a pathway from beginner to advanced levels.

French

Students have 4 periods of French per week and they are set according to their language ability. Students are assessed using either the Language Acquisition or the Language and Literature assessment criteria (for first language level French students).

Language and Literature

The French Language and Literature course aims to equip students with linguistic, analytical and communicative skills. Students develop an appreciation of language and literature, through listening, speaking, reading, writing, analysing and presenting through following key aims:

- learn to use French as a vehicle for thought, creativity, reflection, learning, self-expression, and social interaction;
- develop skills to analyse literary and non-literary texts critically, creatively, and personally;
- hone their abilities in listening, speaking, reading, writing, viewing, and presenting;
- exploration of different cultures and perspectives through French language and literature.

Language Acquisition (Intermediate / Beginner)

Through Language Acquisition, students develop their French language skills in level-appropriate classes; they explore and progress their skills through the following aims:

- learn to use French effectively in both spoken and written forms for personal, social, and global topics;
- explore French and Francophone cultures, fostering tolerance and respect for diversity;
- develop their language skills at their own pace, from basic communication to advanced fluency;
- apply their language skills in practical, real-life situations.

DELF

Students have the opportunity to go beyond the normal curriculum requirements and test their abilities by adding the rigour of internationally recognised language examinations and certificates from DELF (Diplômes d'Etudes en Langue Française). Students will receive a certificate which states their CEFR level (A1 - B2), and this does not expire. The DELF exams are optional and take place in May.



Mathematics

Students have 5 periods of Mathematics per week. Mathematics is set according to ability, providing the appropriate level of differentiation for each student. Within each year group there are at least two levels of mathematics provided.

Students explore the following aims:

- develop mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
- apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
- communicate clearly and confidently in a variety of contexts, developing logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving

Sciences: Biology - Chemistry - Physics

Students have 4 periods of Sciences per week. Through the Year 7-9 Science curriculum, students explore all three science disciplines: Biology, Chemistry and Physics. The course offers a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. The sciences provide students with opportunities to explore the role of science in historical and contemporary contexts. We aim to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society. The sciences contribute to helping students broaden their understanding of themselves as individuals and as collective members of society and the natural environment.

Students explore the following aims:

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- appreciate the benefits and limitations of science and its application in technological developments



Integrated Humanities

Students have 3 periods of Humanities per week. The Year 7-9 Humanities programme involves students experiencing units of work including Geography, History and Business. It involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and have an impact on individuals, societies and environments.

Students explore the following aims:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen

Creative Arts: Visual Art, Design, Music & Drama

The Year 7-9 Arts program involves students experiencing the following disciplines; Drama, Music, Design and Visual Arts. Students have weekly lessons across all Arts subjects.

Music

Students explore different genres, instruments and cultures, creating and performing pieces both individually and collaborating in groups.

Students explore the following aims:

- engage in various musical performances, both individually and collaboratively, fostering stage presence and ensemble skills;
- create their own musical pieces, exploring different styles and techniques;
- learn the fundamentals of music notation, harmony, and analysis, building a strong theoretical foundation;
- explore music from different cultures and historical periods, fostering global awareness and appreciation.

Drama

Students learn the art of performance, public speaking, and building their confidence throughout.



Students explore the following aims:

- acquire and refine practical skills like acting, directing, stage design, and scriptwriting;
- devise and perform original or adapted dramatic works, often through collaborative processes;
- reflect on and critique performances, analyzing artistic choices and underlying themes.

Design

Students learn how to use both hand tools, machinery and technology to create their outcomes through a wide variety of different units to solve real-life problems.

Students explore the following aims:

- enjoy the design process, develop an appreciation of its elegance and power;
- develop knowledge, understanding and skills from different disciplines to design and create solutions;
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments.

Visual Arts

Students explore different materials and mediums, building their skills and techniques, learning to express and create their own art works.

Students explore the following aims:

- enjoy lifelong engagement with the arts;
- explore the arts across time, cultures and contexts;
- understand the relationship between art and its contexts;
- express ideas creatively;
- reflect on their own development as young artists.

Physical and Health Education

Students have 4 periods of Physical and Health Education per week, and in winter students ski one full morning and one full afternoon per week. In Years 7-9, Physical and Health Education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, Physical and Health Education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students explore the following aims:

- develop an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle and the promotion of health and wellness;
- participate fully in all aspects of physical education;
- understand the value of physical activity, in achieving and maintaining a healthy lifestyle;



- reflect on their learning experiences.

Global Citizenship

Students in Years 7-9 have one weekly Global Citizenship lesson which enables them to engage with the UN Sustainable Development Goals. They do this by exploring contemporary issues, including diversity, fake news, social justice and equity, conflict, and ethical decision making. Students develop their research, critical thinking, and debating skills through these activities. Ultimately, this fosters a lifelong ability to question the world and cultivates internationally-minded global citizens.

Wellbeing

Students have one weekly Wellbeing lesson, allowing them the chance to discuss topics such as their identities, physical and mental health, sleep and nutrition, managing stress, relationships, body image and online safety. External speakers are invited on a yearly basis to provide age-appropriate workshops to the students on the different topics.



Assessment in Year 7 - 9

Students are frequently assessed within the classroom, both formatively and summatively, and receive feedback on all assessed work. Teachers' feedback will be focused on the relevant MYP criteria, so that students have a clear understanding of their attainment in relation to the MYP expectations, along with any necessary improvements to make further progress.

Teachers will record all assessments and grades on our learning management system, Toddle; these are also shared with parents via the Toddle Family app.

Formative Assessment

The primary purpose of Formative Assessment is to explain to students how they can advance their learning and understanding. Teachers gather, analyse, interpret and use a variety of evidence to improve the students learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment.

Summative Assessment

Summative assessments are part of every unit of work and indicate how well students are progressing. The grades a student obtains are reported to parents in the half-term and end-of-term reports. These can also be accessed via Toddle. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria.

Grade Calculation

In the MYP, students are assessed against 4 criteria, which vary from subject to subject. Students are assessed against each of these criteria, using the grade descriptors, at least twice per year.

When assessing a piece of work, please note the following:

- teachers use the 'best fit' approach to calculate the individual criteria grade;
- each criteria is initially marked out of 8, and then this is converted into a final grade out of 7;
- when not all criteria have been assessed, teachers use the 'best fit' approach to calculate the overall IB grade from 1 to 7;
- When all criteria have been assessed, teachers use the IB MYP grade boundaries to calculate the overall IB subject grade from 1 to 7 (please see the chart below).



| IBMYP | IGCSE | IBDP | La Garenne Grades | Approx. US GPA (unweighted) | Approx. % |
|-------|--------|------|-------------------|-----------------------------|-----------|
| 7 | 9 | 7 | A ⁺ | 4.0 | 90 > |
| 6 | 8 7 | 6 | A | 4.0 | 80 |
| 5 | 6 | 5 | B | 3.0 | 65 |
| 4 | 5 4 | 4 | C | 2.0 | 50 |
| 3 | 3 | 3 | D | 1.0 | 40 |
| 2 | 2 | 2 | E | 1.0 | 30 |
| 1 | 1 | 1 | F | 1.0 | 15 |
| 0 | 0 | 0 | U | 0.0 | 0 |



MYP Subject Criteria:

| Subject Area | Criterion A | Criterion B | Criterion C | Criterion D |
|-----------------------------|---------------------------|--------------------------|---------------------------|---|
| Language and Literature | Analysing | Organising | Producing Text | Using Language |
| Language Acquisition | Listening | Reading | Speaking | Writing |
| Integrated Humanities | Knowing and Understanding | Investigating | Communicating | Thinking Critically |
| Sciences | Knowing and Understanding | Inquiring and Designing | Processing and Evaluating | Reflecting on the Impacts of Science |
| Mathematics | Knowing and Understanding | Investigating Patterns | Communicating | Applying Mathematics in Real-World Contexts |
| Art & Music | Investigating | Developing Skills | Creating/ Performing | Reflecting |
| Design | Inquiring and Analysing | Developing Ideas | Creating the Solution | Evaluating |
| Physical & Health Education | Knowing and Understanding | Planning for Performance | Applying and Performing | Reflecting and Improving Performance |



Year 7-9 - IB MYP Grade Boundaries

Once students have been assessed against all four criteria in a subject, their teacher adds together the student's achievement levels in all four criteria to arrive at a final grade from 1-7.

| IB MYP Grade | Boundary Guidelines | Descriptors |
|--------------|---------------------|--|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |



Independent Study

Independent study - homework - is an essential part of the learning process. It enables students to consolidate or review ideas, prepare for future classes and develop organisational skills. It also gives students the opportunity to work independently and to self-motivate. It is an important means for teachers to monitor progress. Homework is set every week for all academic subjects.

Teachers set deadlines for completion of Independent study and it is at the teacher's discretion if they accept homework handed in after the due date or issue a detention.

The amount of homework per subject, per week increases as students progress through the school:

| | |
|--------|---------------------------------|
| Year 7 | 45 minutes per subject per week |
| Year 8 | 1 hour per subject per week |
| Year 9 | 1.5 hours per subject per week |

Academic Integrity

Academic Integrity means that students act in a way that is honest, fair, respectful and responsible across all their academic work. La Garenne holds its students to the highest standards of academic integrity, through the following expectations:

- Students should always hand in work that is their own. Any help received, whether from friends, tutors, secondary literature, the internet, AI or other sources, must be stated
- Students should not present ideas taken from other sources as their own
- Copying in any form is not permitted
- Students must reference work taken from other sources.

Work submitted that does not meet these standards cannot be assessed. Suspected cases of academic dishonesty, plagiarism or copied work may result in sanctions, including disqualification from examinations when students reach IGCSE, IBDP and HSD.

Students should always:

- Produce work that is their own
- Ensure they understand the task set. If not, they should seek clarification from the relevant teacher
- Fully acknowledge the work and ideas of others, through referencing.

For further information, see La Garenne's [Academic Integrity Policy](#).



Reporting

School reports are issued at the following stages of the school year:

| Year 7 - Year 9 | |
|-----------------|---|
| October | Half Term Grade, Tutor and Boarding Comment |
| December | Full Academic and Boarding Report |
| March | Full Academic and Boarding Report |
| June | Full Academic and Boarding Report |

The reports are issued to parents via iSams and include:

- Term and/or exam grades for every subject
- Attendance and punctuality

Parents/guardians can see ongoing grades and feedback from teachers on the academic platform through the Toddle Family app.

Parent Teacher Meetings:

Parent teacher conferences promote an open dialogue between parent and teacher as to the student's strengths and areas for development. These take place at the end of each term, either online or in person. We encourage parents to reach out at any point during the school year if they require any further information or updates by contacting the Head of Secondary.

Pastoral System

Throughout the secondary school, students are placed into form groups and are assigned a Form Tutor. Form Tutors are the students' first point of contact each morning during their registration time. Form Tutors support, guide and help their tutees to work on study skills, self-management and their general well-being during the school day. Form Tutors also regularly monitor their tutees' academic progress and behaviour, enabling them to have a close dialogue to offer support and guidance.

The pastoral system includes clear rewards and conduct sanctions as detailed below.



POSITIVE BEHAVIOUR PATHWAY

STAGE 1 Verbal Praise

Impact:

Positive attitude or effort in the classroom, around school or in boarding.

Examples:

Principled behaviour, leadership, effort, organisation, quality of work, curiosity, showing care towards others, demonstrating openmindedness, community service.

Reward:

Clear verbal praise from staff member.

STAGE 2 Positive Comment

Impact:

Consistent positive behaviour in the classroom, around school or in boarding.

Examples:

Embodying school values through demonstrating principled behaviour, leadership, maximum effort and organisation, high quality of work, curiosity, showing care towards others, demonstrating openmindedness, community service.

Reward:

Positive comment recorded and shared with parents.

Awarded 1 House Point.

STAGE 3 School Recognition

Impact:

Student is afforded a high standing within the school community as an ambassador, inspiring others to exceed expectations.

Examples:

Consistent demonstration of school values (reference to behaviours in Stage 1 & 2), acting as a role model for other students and going above and beyond to represent and support the school community.

Reward:
Primary:

Student of the Week

Secondary:

Student of the Week

Boarding:

Boarder of the Week + Extra privileges

All Awarded 10 House Points.



NEGATIVE BEHAVIOUR PATHWAY

STAGE 1 Verbal Warning

| | | |
|---|--|---|
| Impact: Behaviour in class, around school or in boarding negatively affects themselves or others. | Examples: Shouting out at an inappropriate time, disrespectful comments, lack of organisation, lack of effort. | Sanctions: Clear verbal first warning from a member of staff / teacher / houseparent. |
|---|--|---|

STAGE 2 Sanction

| | | |
|---|---|--|
| Impact: Student actions show a lack of respect for the school community and support structures. | Examples: Failure to show improvement in behaviour or effort, lack of respect for school rules. | Sanctions: Clear second warning and a negative comment recorded. Reduction of 1 House Point. Break / lunch detention or time-out during breaktime supervised by Class Teacher. Curfew for boarding students. |
|---|---|--|

STAGE 3 Detention

| | | |
|--|---|--|
| Impact: Persistent student actions may negatively impact others or are in conflict with the beliefs of the school community. | Examples: Repetition of behaviours demonstrated in Stage 1 / 2. | Sanctions: After-school detention (Friday) with Head of Section. Loss of privileges for boarding students. |
|--|---|--|

STAGE 4 Disciplinary

| | |
|---|--|
| Impact: Behaviour in class or around school seriously impacts themselves or others. | Examples: Theft, taking or dealing drugs, intentional harm to or intimidation of another individual, truancy, bullying, consistently disrespecting others, vandalism, smoking, consumption of alcohol. |
|---|--|

Disciplinary Council Sanctions:

Level 1: Meeting with Head of Section, Head of Boarding & Form Tutor. Student placed on a behaviour report card.

Level 2: Meeting with Head of Section, Principal & Parents. Student suspended.

Level 3: Meeting with Head of Section, Principal & Parents. Student can no longer be a part of the school community due to the severity of their actions.

House System

At La Garenne, our strong sense of community is enhanced by our four distinct houses: Bouquetin, Cerf, Lynx, and Buse. Students are inducted into a house upon arrival and remain with it throughout their time here, fostering lasting bonds and house spirit. House events are held throughout the year, providing fantastic opportunities for our youngest students to connect with older students. Through sports, creative challenges, and various inter-house competitions, students can unleash their talents and earn valuable points for their house. Beyond these events, individual behaviour and academic achievement also earn points, culminating in the highly anticipated award of the House Cup at the close of each academic year.



Attendance and Punctuality

Attending all lessons is compulsory. If a student's attendance falls below our expectations, we reserve the right to withhold registration for formal examinations. Attendance registers are taken throughout the day. Students must have a valid reason for missing lessons such as illness or pre-approved appointments. If students are persistently late, sanctions will be applied.

Safeguarding

At La Garenne International School, the safety and well-being of every student is our top priority. Our safeguarding policy follows the UK's *Keeping Children Safe in Education (KCSIE)* guidance and reflects both international best practices and Swiss law.

All staff are trained to recognise and report any concerns. Designated Safeguarding Leads (DSLs) oversee the process and are available to support students and families. Safeguarding is part of daily life, including in boarding, classroom, and online settings.

Safeguarding covers areas such as bullying, child-on-child abuse, online safety, and appropriate staff-student boundaries. Boarding students are supported through careful supervision, secure accommodation, and access to trusted adults.



Learning Support

We pride ourselves on supporting the diverse needs of all our students through excellent teaching that caters to each learner, from those with mild to moderate learning needs to those who are gifted. Our classroom teachers are highly attentive to each student's needs and work closely with our Learning Support specialists to identify, support, and monitor students who require extra help or opportunities for greater challenge. Our ultimate goal is to help all students become independent learners with strong self-esteem and a positive self-image.

The Learning Support department collaborates closely with classroom teachers to develop essential study skills. Learning Support at La Garenne is inclusive and available to all students to help them develop any areas of weakness.

An Individual Educational Plan (IEP) is developed for any student with an Educational Psychological Report. Parents are actively involved in this process, and the student also participates in planning their IEP. Parental permission is always sought before any student receives learning support. Please be aware that if external interventions or one-to-one support are necessary, additional fees may apply. Students who have an Educational Psychological Report may be eligible for exam access arrangements, such as extra time, the use of a laptop, or supervised breaks, to ensure fair assessment.

IT Systems

At La Garenne, we embrace innovation and use technology as a means of augmenting the school experience for students, staff and parents. There are several systems that parents and students will become familiar with during their time at La Garenne, which may vary by school section.

Within Secondary, the learning management system we use is Toddle, which is used by teachers to share subject unit plans, updates on student progress via their gradebooks, and digital portfolios of the classrooms in action. Students use Toddle to manage their independent study requirements, track their own progress and view teaching resources. Parents are able to download the Toddle Family App, which enables them to have a 'live' overview of their child's learning and progress. This runs alongside iSAMS, which is used as a student database and a reporting tool, for behaviour and academics.

Students also receive a personal school email account via Google, which enables them to access the Google Workspace, which is a collection of cloud-based productivity and collaboration tools, including email, storage and document creation.

Training and support is provided for parents as required, ensuring that they can access information about their child(ren)'s progress via this software and communicate effectively with class teachers.



School day

| School Day Timings | |
|--------------------|-------------------|
| 8:30 - 8:45 | Tutor Time |
| 8:45 - 11:00 | Period 1 - 3 |
| 11:00 - 11:20 | Morning Break |
| 11:20 - 12:50 | Period 4 - 5 |
| 12:50 - 13:45 | Lunch Break |
| 13:45 - 16:00 | Period 6 - 8 |
| 16:30 - 18:30 | Afterschool Clubs |

Year 7-9 Timetable Example:

| | Mon | Tue | Wed | Thu | Fri |
|---------------|------------------------|---------------------------------|---------------------------------|------------------------|---------------------------------|
| 08:30 - 08:45 | Tutor Time | Tutor Time | Tutor Time | ECA Sports Morning | Tutor Time |
| 08:45 - 09:30 | English Room 1 | French Room 1,2,3 | English Room 1 | | Integrated Humanities Room 3 |
| 09:30 - 10:15 | Wellbeing Room 12 | PHE Sports | Integrated Humanities Room 3 | | Mathematics Room 2 |
| 10:15 - 11:00 | Assembly | | Drama Sky Library | | |
| 11:00 - 11:20 | | | BREAK | | |
| 11:20 - 12:05 | Mathematics Room 2 | Science Science Lab | French Room 1,2,3 | Science Science Lab | Visual Arts Art Room |
| 12:05 - 12:50 | French Room 1,2,3 | Integrated Humanities Room 3 | Mathematics Room 2 | English Room 1 | |
| 12:50 - 13:45 | | | LUNCH | | |
| 13:45 - 14:30 | Science Science Lab | Global Citizenship Room 28 | Integrated Humanities Room 3 | Mathematics Room 2 | PHE Sports |
| 14:30 - 15:15 | | Design Design Room | Design Design Room | Music Music Room | |
| 15:15 - 16:00 | English Room 1 | | English Room 1 | | French Room 1,2,3 |
| 16:00 - 16:45 | | | | | |



Winter Timetable

Given our location within a ski resort, and having the telecabine at our doorstep, our students are able to partake in either skiing or snowboarding during the winter term (January - March). Students will ski or snowboard twice a week within their timetables, typically one morning session from 9:30 - 12:00 and one afternoon session from 13:30-16:00. Students are placed into ability groups; each group is assigned an instructor from the Swiss Ski School to support their development and progress through the recognised Swiss ski levels.

Uniform

Every Monday during Term 1 & 3, all students must wear their smart uniform to school. This includes a black blazer, white shirt, school tie, black or navy blue trousers or skirt, and smart black shoes.

On Tuesdays to Fridays, Year 7-9 students wear trousers or a skirt*, a white school polo shirt and school grey jumper. The school uniform is also worn when students are representing the school, including during off-site visits. Please ensure that all articles of clothing and other items brought to school are clearly marked with your child's name.

Parents should provide the blazer, trousers or skirts, and shoes. The rest of the school uniform (including the badge for the blazer), the full sports kit (black sports trousers, red T-shirts, black sports top), ski uniform and two jackets are provided by the school.

**Please note that skirts should be an appropriate length and that shorts or skorts are not acceptable alternatives. Should a student's uniform be deemed inappropriate, the academic office will contact parents to request that replacement items are ordered.*

SCHOOL UNIFORM
RECEPTION TO YEAR 9

MON

FORMAL UNIFORM
RECEPTION - YEAR 9



BLAZER
WHITE SHIRT, TROUSERS
OR SKIRT



LG TIE



SMART BLACK
SHOES

SCHOOL UNIFORM
RECEPTION - YEAR 9

TUE



WHITE LG POLO



BEIGE, BLUE OR BLACK
CHINOS (NO JEANS)



LG JUMPER

WED

SCHOOL UNIFORM
RECEPTION - YEAR 9



WHITE LG POLO



BEIGE, BLUE OR BLACK
CHINOS (NO JEANS)



LG JUMPER

SCHOOL UNIFORM
RECEPTION - YEAR 9

THU



WHITE LG POLO



BEIGE, BLUE OR BLACK
CHINOS (NO JEANS)



LG JUMPER

FRI

SCHOOL UNIFORM
RECEPTION - YEAR 9



WHITE LG POLO



BEIGE, BLUE OR BLACK
CHINOS (NO JEANS)



LG JUMPER

CASUAL

RECEPTION - YEAR 9

SAT
SUN



NO RIPS OR HOLES



MODEST AND APPROPRIATE

The suit (blazer and trousers) and chinos (black, blue, beige) are not provided by the school and must be purchased before arrival. The school tie and the school badge (for the blazer) are available from the school uniform store.



Extra Curricular Activities

To complement the academic programme, we offer a wide range of activities after school (16:30-18:00) to enable our students to explore and extend their passions. These activities are student-centred, inclusive, and focused on the acquisition of skills and learning outcomes. Students are invited to sign up for their choice of clubs at the beginning of each term. Options include: robotics, art, chess, school band, football, volleyball, padel, badminton, swimming, and MUN.

Private Lessons

We offer a range of private lessons. Whether a student wishes to overcome their difficulties in a specific subject or to develop their skills in a certain area, one-to-one private lessons provide personalised assistance which takes into account their specific needs and objectives.

We generally recommend no more than two private lessons per week per subject (maximum 4 x 30 minutes a week). Please contact the Secondary Academic Assistant (pdiver@la-garenne.ch) to organise private lessons.

University and Futures Support

Every student at La Garenne is on their own individual and unique journey, and whether they are in the primary or secondary school, we are dedicated towards both encouraging and enabling students to realise their future dreams and aspirations.

Some students may know from an early age what they want to do when they grow up, whilst some may not have a clear pathway in mind. For those who are focused on a particular route to a future career, we guide them along the way, and for those who are unsure, we offer a supportive, exploratory experience.

In the secondary school, we have a dedicated team of educators with a wealth of experience in supporting students in their university applications. In Years 10-13, students receive University and Futures Guidance Counselling from our in-house specialist. These sessions enable students to explore possible options for their futures in a safe and nurturing environment. With support from the University and Futures Guidance Counsellor, academic tutors and teachers, students have a strong network of staff to help guide them through the process of applying for universities worldwide.

Tailored support is available for students who are required to take the IELTS and SATS examinations for their university entries. The academic team can ensure that students are registered for any external examinations as required.