



LA GARENNE
INTERNATIONAL SCHOOL

PRIMARY SCHOOL CURRICULUM

THE JOY OF LEARNING

2024-2025



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OUR VISION

To inspire our community to be responsible global citizens in an ever-changing world.

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



WELCOME TO THE PRIMARY SECTION AT LA GARENNE

In our international Primary School, we aim to make each day as enjoyable, stimulating and challenging as possible. This is an exciting time in which to instil a love of learning that children can carry with them throughout their lives. The children are at the heart of every decision we make to ensure that they are happy, curious and confident. Our small class sizes allow our teachers to tailor their high-quality lessons to suit each child's abilities. Our school is a secure, inclusive and caring environment where everyone is valued and respected. We want every student to be happy to come to school each day and where kindness is paramount.

Learning is not just confined to the classroom. Here at La Garenne, our beautiful surroundings allow our children to participate in a broad range of cultural and extracurricular activities which complement and enrich their day to day lives.

Our school is committed to academic excellence, and through our engaging curriculum, we foster a passion for learning that will help children develop high aspirations and a lifetime of memories. La Garenne's well-rounded curriculum nurtures individual talents and ensures that all children experience success and reach their full potential. We follow the International Primary Curriculum (IPC) and the English National Curriculum for Literacy and Numeracy.

Learning with the IPC means that children focus on a combination of academic, personal and international learning that is exciting and challenging. With over 30 nationalities represented in our school community, a child is supported to develop a sense of his or her own nationality and culture, while at the same time developing a profound respect for the nationalities and cultures of others. Through this approach to learning, children develop the knowledge, skills and understanding necessary to confidently face the world of tomorrow.

The school fosters a very positive and caring environment, nurturing individual strengths as well as developing in each child an understanding of their role within the school and their future responsibility as adults in a global community.

Danielle Allard

Head of Primary School

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THE PRIMARY SCHOOL VALUES AT LA GARENNE - THE IB LEARNER PROFILE

The aim at La Garenne Primary School is to develop internationally-minded people who help to create a better and more peaceful world. In the Primary School, this is considered through the IB Learner Profile. We provide an educational environment where our students with their wide range of backgrounds and abilities all aspire to develop the following characteristics:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

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

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

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

Risk-takers

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



Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



The La Garenne Curriculum Model

La Garenne has a vibrant international curriculum which best addresses the variety of needs and interests of our students. It is carefully composed to ensure the progression of our students throughout each of the age ranges and programmes. We offer the International Primary Curriculum, the IB Middle Years Programme, a High School Diploma and the IB Diploma Programme.

The International Primary Years Curriculum	The IB Middle Years Programme	The IB Diploma Programme and High School Diploma
Ages 4-11	Ages 11-16	Ages 16-18
International Mindedness		
IPC Mission Statement	IB Mission Statement	
Inquiry-based learning		
IB Approaches to Learning: <i>Communication skills, Social skills, Self-management skills, Research skills, Thinking skills</i>		
Themed units of learning		
Learning goals	Subject aims and objectives	
Reflection		
Formative & Summative Assessment		
Exit Point	Personal Project	The Extended Essay

THE EARLY YEARS CURRICULUM

Our priority at La Garenne is to give our youngest students the best possible start in their learning journey. We want them to feel happy, secure and listened to, instilling in them a desire to be curious, imaginative and kind. Throughout EYFS at La Garenne International School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework gives the students an engaging and exciting learning experience that fosters the skills, knowledge and confidence to grow into successful learners.



At the start of each year, we take time to assess each student's individual needs and preferred learning style. Using this information, we plan a range of broad and balanced learning experiences. We take time to understand our student's interests to support learning, making our curriculum child-centred and based on engaging topics and 'wow' experiences. Our planning is flexible to support each child's unique interests, encouraging active learning to keep the children motivated and interested. Our students enjoy the stability of having a class teacher and classroom, whilst benefiting from specialist subject teaching. Our weekly trips to the Forest, daily French lessons, as well as the opportunity to ski twice a week in the Winter Term, cultivate lifelong skills that extend beyond the classroom.

All seven areas of the EYFS curriculum are carefully planned to ensure a broad, balanced, and progressive learning environment. Children acquire new skills, knowledge, and understanding across the following seven areas:

- Personal, Social, and Emotional Development
- Physical Development
- Communication and Language
- Expressive Arts and Design
- Mathematics
- Literacy
- Understanding the World

Students new to English are fully immersed in the class. We emphasise the development of children's vocabulary, supporting them in expressing thoughts and ideas and exploring the meaning of new words.

EYFS Profile - Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1.

Ongoing updates and communication with parents is done through the platforms Tapestry and Class Dojo.

THE PRIMARY CURRICULUM

Children in our Primary classes (Reception - Year 6) learn through the English National Curriculum for Literacy and Numeracy, and the [International Primary Curriculum](#) (IPC) for all other subjects.

We have specialist teachers for:

- French
- Art
- Music
- Physical Education
- Computing



THE INTERNATIONAL PRIMARY CURRICULUM (IPC)

The International Primary Curriculum (IPC) provides opportunities for global learning – allowing pupils and staff to make links between what they do in the classroom and the world outside. The goal is to nurture a love of learning through a combination of academic, personal and international learning. Children develop many skills which they will need in order confidently to face the world of tomorrow.

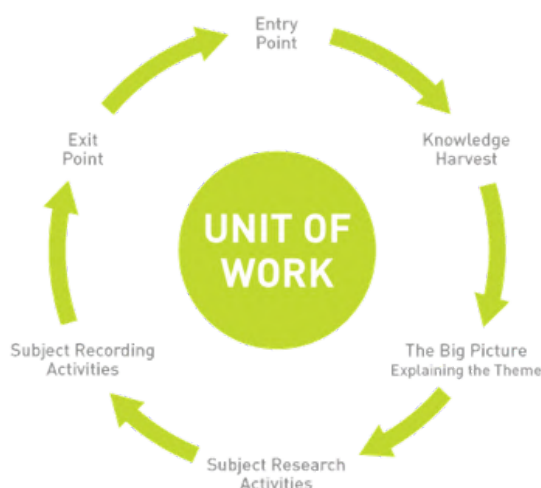
At La Garenne we encourage active and cooperative learning. Learning is central to all we do. Not only do our staff have a responsibility to ensure that children learn and develop, but we also encourage our children to take responsibility for their own learning.

Each IPC Unit of Work is designed around one core purpose: improving children's learning. These cross-curricular units are based around themes to help children make sense of the world they live in, to nurture their personal qualities and to instil in them a sense of **international-mindedness**.

The IPC Subject Learning Goals are the foundation on which the IPC was built. The Learning Goals cover the knowledge, skills and the understanding that children will develop. They help children to develop those qualities that will enable them to be at ease with the continually changing context of their lives. These goals are established over time and embedded into daily lessons, in order to be fully grasped by the children.

Knowledge	Skills	Understanding
<p>What children will be able to learn</p> <p>Knowledge is something that we know is a fact. It is true. Knowledge is always right or wrong.</p>	<p>What children will be able to do</p> <p>A skill is something you learn at any age and with practice, you will get better.</p>	<p>What children will understand</p> <p>To develop understanding we need to use our knowledge and skills in different ways.</p>

The IPC units of learning have been developed to support the ways in which children learn best from the ages of 4-11 years. It is important that children do not just experience the structure and process of the IPC, but also that they understand why they are learning in this way.



There are **three types of learning goals** which make up the IPC curriculum: subject, personal and international goals. Together, we believe they make for a well-rounded curriculum.

Subject goals cover the knowledge, skills and understanding that are required in the National Curriculum subject areas. There are subject learning goals for Science, ICT & Computing, Technology, History, Geography, Music, Physical Education, Art and Society. Links to writing and Maths are also planned for so



that these key skills can be practised in meaningful and relevant contexts.

Personal Learning goals are embedded in the whole of school life and children are encouraged to use these eight goals at home and within their Boarding House. Opportunities to experience and practise them are built into the learning tasks within each unit of work, and during the tasks, teachers refer to the Personal Goals and how to develop them. The Personal Goals are also celebrated during weekly assemblies and at the end of the academic year.

International learning goals are a key focus of the IPC curriculum and international tasks are taught within each unit of work. This is to enable all our children to develop a stronger awareness of the world in which they live. As a school we also explore perspectives of the 'home' country and 'host' country.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This is Me	Brainwaves	Brainwaves		Brainwaves	Brainwaves	Brainwaves
Blast Off!	From A to B	Land, Sea and Sky		Temples, Tombs and Treasure	Here & Now, There and Then	900 CE
Once Upon a Time	Superheroes	They Made a Difference		Young Entrepreneurs	Space Scientists	A Local Study
Dinosaur Detectives	The Earth: Our Home	Vanishing Rainforests		Explorers and Adventurers	Earth as an Island	Treasure Islands

2023 - 2024 La Garenne IPC Unit Coverage

ENGLISH

La Garenne follows the English National Curriculum tailoring it to the needs of the individuals. Being a skills-based curriculum in essence, we are able to refine the selection of texts to provide challenge and interest suited to individual classes. For that reason there are no set texts as one of the sections strengths is that we get to know the individual pupils and classes and find out what motivates, challenges and supports them. Texts come from a range of Fiction, Non-Fiction and Poetry.

Spoken language

Communication is essential and enriches children's lives so our aim is to help the children to articulate their ideas and justify their reasons, ask questions to check understanding, develop vocabulary and build knowledge. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables them to clarify their thinking as well as organise their ideas in writing.

Reading

Accelerated Reader

Here at La Garenne we think reading is the cornerstone of learning. With this in mind, we use the Accelerated Reader scheme. This is a computer program that helps teachers manage and monitor children's independent reading. A child picks a book at their own level and reads it at their pace. When finished, the child takes a short quiz on the computer to test their comprehension of the book. We have four dedicated Accelerated Reader sessions a week when the children have the opportunity to read in school and take their comprehension quizzes.

STAR Reading is used to determine the child's reading level. It is a computer based reading assessment program that adapts to the child's answers. If they answer correctly then the test gets more difficult, if they answer incorrectly then the test gets easier. The test uses multiple choice answers and takes around 20 minutes. We carry out this test four times throughout the year and this will determine the book level range.



If you would like more information, you can find a list of the 30,000 titles that AR currently have quizzes for at www.arbookfind.co.uk and you can find more information about the scheme at www.renlearn.co.uk.

The children have weekly sessions in our school library where they can browse and choose their next read, in addition we have a comprehensive selection of dyslexia-friendly texts and fast-readers for those growing in confidence in reading. Every year, the children take part in special days that celebrate literature. World Book Day and Roald Dahl are just some of the events that pupils engage in and help ignite a passion for English.

Phonics

Phonics teaches children to read quickly and skilfully, promoting skilled word reading and comprehension. Children at La Garenne follow a structured and rigorous phonics programme based on 'Letters and Sounds'. They are placed in differentiated levels depending on their abilities and their phonics work is reinforced during Literacy lessons and throughout the curriculum. Children are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as /sh/ or /oo/; and
- blend these sounds from left to right to make a word.

Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read. Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

Writing

The programme of study for writing at key stages 1 and 2 is constructed similarly to that for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing, and planning, revising and evaluating their writing).

Children are taught to develop the stamina and skills to write at length, with accurate spelling, punctuation and grammar. Their writing includes narratives, explanations, descriptions, comparisons, summaries and evaluations. We encourage children to recognise the importance of writing as a means of communication and a way of expressing their ideas or views. We hope that the children will take pleasure and pride in writing in a range of genres.

Spelling, vocabulary, grammar and punctuation

Throughout the programmes of study, children are taught the vocabulary they need to discuss their reading, writing and spoken language. It is important that they learn the correct grammatical terms in English. Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stories with familiar settings	Stories about feelings	Stories with familiar settings	Fiction - Midsummer Dream	Fantasy Fiction - How to Train your Dragon	Significant authors
Labels, lists, signs & posters	Traditional Tales from other cultures	A study of a poet - Benjamin Zephaniah	Instructions and explanations	Travel Writing - Blogs and Reports	Tales from other cultures
Letters	Humorous stories	Letters	Poetic language - animals and weather	'I like this Poem' - Anthologies	Stories with flashbacks
Recounts	Labels, lists, signs & posters	Stories with an element of fantasy	Classic Fiction - Fantastic Mr Fox	Classic Fiction - Charlotte's Web	Recounts
Songs and repetition poems	Information Texts	Non-Chronological Reports	Reports	UFOs and Aliens - Recounts	Reports and journalistic writing
Poems about the senses	Instructions and lists	Humorous poems	Poems to express Emotion	Poems on a Theme - Poetry Science	Instructions and explanations
Traditional Tales	Letters and books	Fiction, Legends - Robin Hood	Information Text	Stories with Humour - Billionaire Boy/Mr Stink	Persuasive writing
Fairy Stories	List Poems	Persuasive writing	Poetic Forms - Shape Poems	Persuasion and Argument	Choral and performance poems
Instructions	Poems with an element of fantasy and humour	Poems on a theme: Monsters	Modern Fiction - The Hodgeheg	Poems on a Theme: Aspirations and Dreams	Classic poetry
Performance Poetry	Poems to say aloud				Poet study – Emily Dickinson
Stories involving Fantasy					
Information Texts					
Poems about animals					

FRENCH

While the main language of learning is English, the school aims to help all our students develop a mastery of the French language. We make the most of our francophone environment which gives students great opportunities to use their language skills in the real world. Our French teachers are all mother-tongue French speakers and many other members of staff are highly proficient in French.

Students have a French lesson everyday. This is taught at three levels, corresponding to the children's level of proficiency in the language. We also offer an after school French club and a DELF preparation club for the children who will take the exam at the end of the year. The students are prepared for official French language DELF examinations. We also have programmes for native French speaking students.

MATHEMATICS

Mathematics is one of the core curriculum subjects and is taught daily at La Garenne. It equips pupils with a powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving and the ability to think in abstract ways. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop an enthusiastic attitude towards mathematics for the duration of their education and beyond.

Our approach to teaching mathematics includes:

- Dedicated Mathematics lessons every day
- Direct teaching and interactive oral work with the whole class and groups
- An emphasis on mental calculation



At La Garenne, children's individual needs are taken into account and work is differentiated to provide them with a challenging yet achievable learning experience. Children who are advanced in Mathematics are given extension activities and challenging learning objectives to follow. Children who need help are supported to reach their learning objectives.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are organised into the following:

- Number – Number and Place Value
- Number – Addition and Subtraction
- Number – Multiplication and Division
- Number – Fractions (Yr 4 including Decimals, Yr 5 & 6 including Decimals and Percentages)
- Measurement – Time, Mass, Length, Perimeter and Area, Money, Volume and Capacity
- Geometry – Property of Shapes
- Geometry – Position and Direction
- Statistics (Yr 2 onwards)

During Key Stage 1, we ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numbers, words and the four main operations. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary.

The principal focus of Mathematics in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. The pupils will develop their ability to solve a range of problems, including with simple fractions and decimal place value. They will also be taught how to analyse shapes and their properties, and confidently describe the relationships between them.

In upper Key Stage 2, the pupils extend their understanding of the number system and place value to include larger integers, developing the connections between multiplication and division with fractions, decimals, percentages and ratio. They will develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Pupils are introduced to the language of algebra.

The use of practical equipment is integral to the learning of all children. The National Curriculum for Mathematics describes what must be taught in each Key Stage. At La Garenne, we follow the **White Rose Maths Scheme**, which provides detailed guidance for implementing the subject effectively as well as ensuring continuity and progress in the teaching of mathematics. Teachers use the scheme to facilitate their weekly maths planning.

Doodle

Every child has their own personal access to both DoodleMaths and DoodleTables. DoodleMaths explores numerical reasoning and problem solving, giving children skills they can use both in the classroom and beyond. DoodleTables helps children to understand the relationships between numbers, enabling them to truly master their times tables.

SCIENCE

In our Primary School Science is taught by class teachers. We have a state of the art science lab which is used by the Primary section on a weekly basis. We believe that teaching and learning in Science should stimulate and excite children's curiosity about the world they live in. Science is taught following the English National Curriculum programme of study and through our creative topic-based International Primary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
The Senses	Biodiversity/Minibeasts	Animals including Humans	Living Things & Habitats	Living Things & Habitats	The Body and Circulation System
Light, Dark & Shadows	Animals Including Humans	Sound - Listen Up!	Earth & Space and Forces	Electricity	
Materials - Brilliant Builders, comparing properties	Plants	Living Things & Habitats	Properties and change of materials	The World Around Us	
The Weather		Electricity			
Plants and Animals					

Curriculum. We provide children with first-hand experiences in order to develop enquiring minds, learning how to question and talk about Science using the appropriate vocabulary.



PSHE (Personal, Social, Health and Economic Education)

At La Garenne School, we aim to promote healthy living, independence and responsibility. PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills to manage their lives successfully, now and in the future. PSHE helps pupils develop the qualities and attributes they need to thrive as individuals, family members and members of society.

The Primary section uses the Jigsaw PSHE programme. Designed as a whole school approach, all year groups work on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Jigsaw embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings, as well as building their capacity to learn.

The idea is to build resilience, skills, knowledge, and connections that help children manage their relationships, and their physical and mental health.

The different puzzle pieces are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

COMPUTING

Computers are an integral part of everyday life. Whatever our children go on to do in the future, IT skills are going to be essential. We teach 'Computational thinking' - a problem solving process which enables our children to participate effectively in the digital world. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

Pupils are taught a range of skills throughout their time in the Primary School. Children as young as 5 years old learn the basics, including using different fonts, search engines, cutting and pasting texts. The children go on to learn the skills to create Google Slides to present to an audience, use spreadsheets, collect and interpret data, as well as interpreting and analysing information in graphs and simple programming and coding using Scratch and the Dot and Dash robots.

All three aspects of the Computing curriculum are taught at La Garenne: computer science (CS), information technology (IT) and digital literacy (DL). Computing is taught once a week and computers are used daily by the students during lessons. All students must have a Mac laptop with them everyday.

FOREST FUN



Each class in the Primary School visits the forest once a week, providing our children with opportunities to achieve and develop confidence in a woodland environment. The forest program aims to build independence, teamwork, problem-solving skills, and self-esteem. It complements the topics covered in the classroom, and the woodland environment supports all areas of learning, including mathematics and literacy.

Our forest program is child-centred and child-led, allowing children to use their personal learning styles to engage in various activities. We strive to nurture a love and respect for the natural world through stimulating learning experiences, inspiring children to value biodiversity and develop a strong understanding of how to promote environmental sustainability.

SPORT

Sport or Physical Education (PE) provides varied experiences to develop coordination, hand/eye skills, and body awareness. Children participate in individual and team sports. The sports programme focuses on body control, gross motor skills, spatial awareness, physical challenges, initiative exercises, movement to music, gymnastics, swimming, games and skiing. Children are instilled with an awareness of the benefits of physical activities leading to personal well-being and good health.

DRAMA

Drama is integrated into weekly lessons and the children have the opportunity to develop their self-confidence and performance skills such as dancing, singing and acting when working on our Christmas and End of Year Show. Activities include role-play, games, improvisation, group discussions and individual or paired work. Drama provides opportunities for the children to hone cooperation skills, enhance their mental concentration, nurture their imagination and grow in confidence. After school clubs with specialist Dance and Singing teachers offer children the opportunity to progress in these areas and ignite their passion for performing.



ART

During Art lessons, children use their creativity to interpret their ideas through a wide variety of materials and mediums. By exploring the visual, tactile and other sensory qualities of these materials they expand their imagination. Children are encouraged to be expressive and creative by studying Art from different cultures,

artists, genres and through their own experience. By beginning to understand colour, shape, pattern and texture, they can then use them to represent their ideas and feelings. We also encourage Arts and Crafts projects carried out according to a prescribed set of instructions or rules, guiding the children to develop their knowledge of line, shape, form, colour, tone, pattern and rhythm. In Art at La Garenne we have no mistakes, only wonderful individual masterpieces.

Our Art Club enables children to enjoy a variety of different activities including designing, making and building the set for the End of Year Show, seasonal crafts, and needlework projects, to name but a few.

MUSIC

Children express their creativity through regular singing, composing and performing during their weekly Music lesson. On top of this, all pupils from Year 2 - 6 have the opportunity to learn to play a musical instrument. During the Music lessons, the children experiment with recording software to create their own pieces of music, as well as working in groups and as a whole class, to make short video clips produced by our specialist teacher. Music teaching follows the International Primary Curriculum (IPC). Individual music tuition is offered on the following instruments: violin, cello, guitar, drums, ukulele, clarinet, piano, saxophone and singing.



ASSESSMENT IN THE PRIMARY SCHOOL

Assessment plays a key role at La Garenne, helping the children to understand themselves as learners. A range of assessment techniques provides valuable feedback both to the children and to the teacher. This allows the teaching staff to differentiate their instruction according to the needs within the class and to inform their lesson planning.



We place an emphasis on ensuring that our children acquire the skills to become life-long learners. Empowering them to strive to be the best they can be and helping them to gain a clear understanding of their individual targets and personal goals is imperative. Self- and peer-assessment allows children to begin to take personal responsibility for their learning, to reflect on their learning and identify areas of strength and need for development.

Effective assessment for learning happens all the time in the classroom. It involves sharing learning goals with pupils, helping them know and recognise the standards to aim for and providing feedback to help them identify how to improve. It is rooted in the belief that every pupil can progress.

Formative Assessment

The IPC Assessment for Learning (AfL) programme focuses attention on children's learning and their next steps. AfL engages the child in their personal learning journey. Empowering the learner has far-reaching benefits, keeping the child at the centre of learning. Reflective practices and self-awareness offer students the chance to set their own personal goals and be advocates for their own learning.

The IPC AfL programme supports teachers and children in assessing their progress with key skills from the IPC Learning Goals.

It provides:

- specific skills assessment for Mileposts 1, 2 and 3
- a system that provides learning advice
- a rubric (success criteria) for teachers and children
- tracking through beginning, developing and mastering

Teachers' rubrics: these are essentially success criteria. They help teachers observe and record the stage at which children are learning in terms of 'beginning', 'developing' and 'mastering' (across the different mileposts).

Children's rubrics: child-friendly versions of the above, in age-appropriate language, for children to use when self- and peer-assessing.

Learning advice: specific learning activities and advice which can be used in class and shared with parents, that helps children to move from one stage to the next. This forms the final part of the feedback loop – feeding forwards to next steps and improvements in learning.

“Formative assessment is intended to inform teaching and learning. There is no intrinsic value in recording formative assessment; what matters is that it is acted on.” *Primary Assessment*

Commission Report, Sept 2015

At La Garenne, formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and identify gaps in their knowledge, to inform future planning. All assessments should be sensitive, constructive and foster motivation. Children should be active partners in the process, understanding what they need to do to improve.

The most common forms of formative assessment used at La Garenne are:

- Questions and answers in class to evaluate pupil understanding and identify gaps or misconceptions
- Observing children at work and intervening where appropriate
- Quick-fire quizzes or recall of facts (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher

- Mini plenaries to determine understanding at regular intervals.
- 'What I know / want to find out' which are used at the beginning of many new units and revisited at the end.
- The Knowledge Harvest and Exit Points.
- Marking which may range from scanning of work through to in-depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Self- and/or peer-assessment based on individual learning objectives and Success Criteria
- 1:1 or group discussions with pupils
- Next step / Targets marking and feedback

Weekly pupil progress meetings take place in which the progress of the whole class, vulnerable groups and individuals are discussed and reviewed, and actions agreed.

Summative Assessment

Upon entry to La Garenne all students undertake a **baseline assessment (InCAS)** which informs us as to the child's existing levels in core subjects and also of their learning aptitudes and targets. This assessment is repeated annually in subsequent academic years each September. For children joining La Garenne mid-year, the baseline assessment is undertaken during the first two weeks at school. Alongside regular formative assessments, we can ensure that our students are making appropriate progress according to individual capabilities.

Throughout the year the children in all year groups undertake summative assessments in English (Reading, Grammar, Punctuation and Spelling) Rising Stars assessments and the End of Unit White Rose Assessments.

- All Primary children are given a baseline spelling and phonics test.
- At the beginning of the year or when a new child arrives, we assess their basic reading age using formal reading tests that consider reading fluency and comprehension. Each child's Reading Comprehension is assessed every term, using the Accelerated Reader program.
- Students in each class are required to produce a piece of unaided writing four times a year which is then assessed using Writing rubrics.
- For Mathematics, common assessments for each area of study are provided through the White Rose Maths Arithmetic, Reasoning and Problem Solving Termly Progress checks.

Students are assessed continuously. This allows both the teacher and student to track their developing understandings, and enables teachers to provide additional targeted support or extension as required. Teacher feedback on the completed summative assessment tasks highlights students' areas of growth and areas where they can continue to develop.

REPORTING PROGRESS

Written Reports

New parents receive an integration report after two weeks followed by a detailed report in October. Academic and boarding reports for all students are issued at the end of each term. Parents are provided with a login to the Parent Portal from where they can access the reports. School reports document student learning (areas of growth) and identify areas requiring focus (areas for development) in line with La Garenne's philosophy of assessment.

Student Teacher Conference



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.

Learning Showcase

Twice a year students formally showcase their learning. This showcase is shared with parents and provides a further way to demonstrate student learning in relation to specific areas of work studied.



Attainment

Beginning	<i>I am working towards meeting expectations with support</i>
Developing	<i>I am working towards meeting expectations independently</i>
Meeting	<i>I am meeting expectations independently</i>
Exceeding	<i>I am exceeding expectations and taking independent initiative to extend my learning.</i>

Effort

The students will be evaluated and assigned one of the following, relating to their level of application during the term:

Excellent	Good	Satisfactory	Unsatisfactory
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The teachers will make a judgement thinking about the following criteria:

- Being on time
- Completing work on time
- Joining in/participation
- Showing respect
- Effort put into the task

Home Learning

Class	Guidelines for homework
Reception, Years 1 & 2	<p>Students receive homework each weekend (shared reading and additional tasks where appropriate).</p> <p>In addition, all students should be reading each night, individually or to an adult.</p> <p>Approximately 15-30 minutes in total.</p>
Year 3 & 4	<p>Students receive homework each weekend (Individual/shared reading and set subjects of spelling, mathematics, language or project work).</p> <p>In addition, all students should be reading each night, individually or to an adult.</p> <p>Approximately 30 minutes in total.</p>
Years 5 & 6	<p>Students have two set homework periods per week and an additional period of homework at the weekend. The homework sessions during the week take place at the end of the day in school, supervised by the class teacher. (Individual reading and set subjects of spelling, maths, language, project work, learning how to touch type or French).</p> <p>In addition, all students should be reading each night, individually or to an adult.</p> <p>Approximately 45 minutes per session, 1 hour at the weekend.</p>

Cambridge Exams

The Cambridge English for Schools exams are designed to make learning English fun and motivating for learners. Covering reading, writing, listening and speaking, the exams can help your child:

- Improve in English and get better grades
- Understand books, television, films, songs and the internet in English
- Travel and make friends around the world
- Study at university or college, at home or in another country
- Have a career using English in their own country or abroad

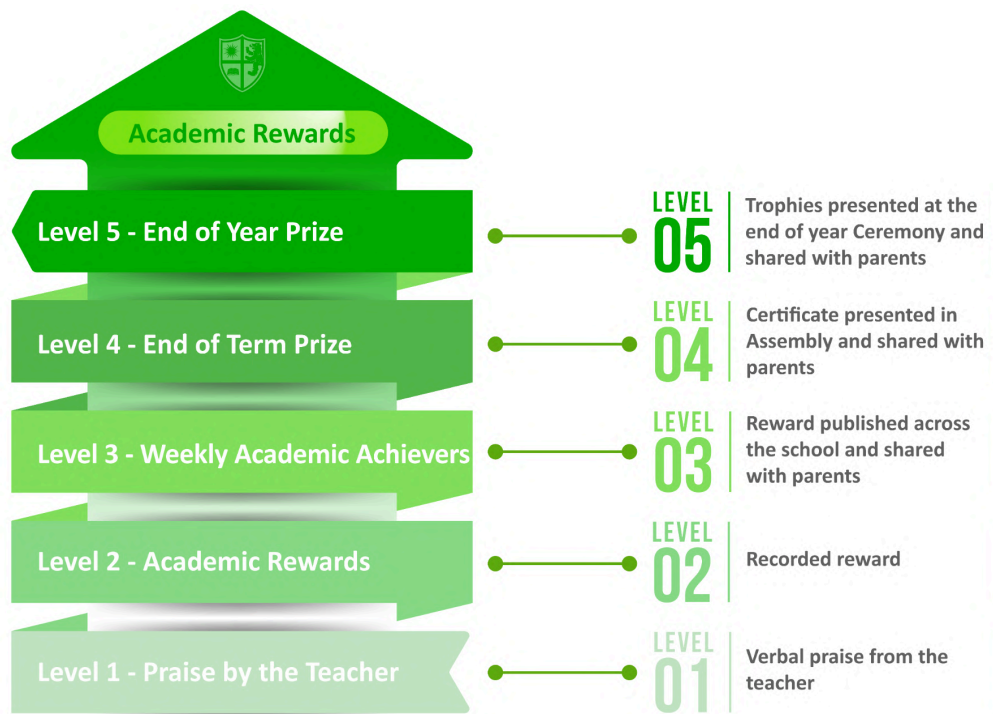
La Garenne students are assessed on arrival and placed in a class suitable for their level of English. The courses are integrated into the regular English programme and students work towards gaining a qualification at the end of the year. Cambridge Examinations are recognised by schools, universities and employers across the world.

REWARDS AND SANCTIONS

Rewards

There are four formal methods of recognition of positive behaviour and work:

- Students are awarded ClassDojo Points in recognition of excellence, whether academic or behavioural. Students with the highest number of points at the end of each term receive an award.
- Excellent work or achievements are recognised in the weekly assembly.
- At the end of each academic year, two students from each year group are awarded a prize for effort and progress respectively.
- At the end of each academic year, one student who has excelled across all three terms is named as the La Garenne Student of the Year.



Sanctions

We pride ourselves on our levels of excellent behaviour at La Garenne and believe that positive and consistent behaviour management is crucial to the School's success.

1. A child may have to take Time Out within their own classroom to sit at a quiet workspace which will enable them to reflect on their choices, possibly complete work and then rejoin the class after a short time.
2. A child may be sent for Time Out to work in another class.
3. Where a child has failed to complete enough work or complete it to an adequate standard, they may have to remain in class to finish or repeat the task during the morning break session.
4. A child persistently making the wrong choices may be referred to the Head of Primary, who will discuss their choices and the consequences.
5. A meeting may be arranged with parents, staff and the pupil to discuss their behaviour, choices and consequences and to put into place a plan to help to support them if this is required. This may be in the form of a Behaviour Support Plan with targets specifically designed to meet the needs of the child and help them to make the right choices.
6. The involvement, where appropriate, of the Special Educational Needs Co-ordinator (SENCO).



The use of sanctions will be in line with the La Garenne Behaviour Policy but may vary depending on the context including the age, understanding and needs of the child concerned and the severity and/or frequency of an incident. Staff use their professional judgement in determining the best course of action, which may result in a different range of actions, or a different order for the steps taken than those indicated in the Policy.

English as an Additional Language

We aim to deliver the very best opportunities for all learners, including children whose first language is not English. Students are taught the full curriculum in mainstream classes, with immersion being the primary model to develop language acquisition. This means that all students have full and equal access to the whole curriculum. Our experienced classroom practitioners provide a supportive and purposeful learning environment, focused on developing English language skills. It is recognised that all teachers at La Garenne Primary School are 'EAL teachers' and the inclusion of language acquisition strategies is paramount to teaching and learning across the school.

Learning Support

We pride ourselves on being able to support the individual needs of all students through 'Quality First' teaching. This includes those with mild to moderate learning needs as well as gifted students. Classroom teachers are sensitive to individual students' needs and work closely with the Learning Support specialist to identify, support and monitor children who require additional support, or extension and challenge. The aim is to enable students to become independent learners and enhance their self-esteem and self-image.

The Learning Support Coordinator assesses and screens all children on entry into the school using standardised, approved tests that focus on visual/auditory memory, verbal/non verbal reasoning, phonic skills and spelling. Following this, a child may be included in short-term intervention groups or 1:1, focus on areas of need (reading, spelling, handwriting, numeracy, study skills, visual or auditory memory). We use CoPS and LASS testing within the Primary Section of La Garenne.

Learning Support may be once or twice a week or more, and may last half a term or longer. A Gifted and Talented programme is available to children who have been identified through the assessment process. The Learning Support department works closely with classroom teachers to develop Study Skills, including each child undertaking an annual Personal Project. Learning Support is an inclusive policy in La Garenne, as it is open to all children for them to develop areas of weakness.

An Individual Educational Plan (IEP) is created for each child receiving support from the Learning Support teacher. Parents are informed and are asked to be involved in the process. The student also takes part in the planning of the IEP. Parental permission is always sought before any student receives learning support. If external interventions are required, or one-to-one support, additional fees may be charged.

TIMETABLES

This is an example of a timetable:

Year 4					
	Monday	Tuesday	Wednesday	Thursday	Friday
08:00 - 08:15	Registration & Wellbeing	Registration & Wellbeing	Registration & Wellbeing	Assembly (08:00 - 08:40)	Registration & Wellbeing
08:15 - 09:15	Literacy	Literacy	Literacy	Literacy	Literacy
09:15 - 10:15	Maths	Maths	Maths	Maths	(09:30) French
10:15 - 10:45					
10:45 - 11:30	Instrumental Music	IPC	Sport	Forest Fun	Swimming
11:30 - 12:15	Computing				
12:15-13:45					
13:45-14:30	French	French	French	French	Maths
14:30-15:15	PSHE	ART	Science	Music	RE
15:15-16:00	Young Voices				IPC
16:00-16:30	BREAK				

Outdoor Education

La Garenne International School's Outdoor Education programme allows us to take advantage of our beautiful Alpine environment and provides opportunities for our students to connect their outdoor learning to their curriculum. The programme plays an important role in developing children's independence, teamwork, ability to face challenges, ability to work cooperatively, empathy for others and general leadership attributes. This is achieved through year group expeditions, an exciting and varied weekend outdoor education programme, forest class days and integrating cross-curricular links to academic subjects.

We use the outdoors to enrich our academic learning, to raise environmental awareness, and to help children become responsible members of our local, national, and international communities. Primary students are expected to take part in an organised expedition once a term with links to their curriculum. The dates for the Overnight Expeditions, which often take place at weekends, are available on our School Calendar.



Houses



La Garenne students are divided into four Houses: Green Bouquetin, Blue Cerf, Yellow Lynx & Orange Buse. Houses compete against each other in sports, charity drives and other inter-house events for House Points, providing a focus for group loyalty. Additional points for behaviour and academic achievement contribute to the award of the House Cup at the end of the year. Once a student joins a House, they stay with that House for as long as they remain at La Garenne.

After School Clubs

To complement the academic programme, we offer a wide range of activities after school (16:30-18:00) to enable students to explore and extend their passions. These activities are child-centred, inclusive, and focused on the acquisition of skills and learning outcomes. Day students who take part in the Clubs are collected from school at 18:00. Students are invited to sign up for their choice of Clubs at the beginning of each term and we contact parents to ensure permission is granted.



Private Lessons

Our private lessons programme provides one-to-one tuition in a range of subjects. 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.

