

Teaching and Learning Policy

Collège Français Bilingue de Londres (The "School")

A bilingual and bicultural learning environment

CFBL's fundamental goal is the well being of each and every pupil in our care. We provide a stimulating learning environment that allows pupils to not only make progress academically, but to develop into bilingual and bicultural citizens who are responsible, well rounded and thoughtful.

Bilingualism and biculturalism are at the heart of our establishment and learning is organised with this in mind. We enable pupils to acquire knowledge and skills in both French and English in all subject areas. This bilingual and bicultural dimension will serve them usefully in their future careers and lives.

Taking the best of both systems

CFBL aims to take the best qualities of both the English and French educational systems and teaching methodologies to create a unique environment. We recruit teachers whose profiles demonstrate a strong interest and background in languages and other cultures. Most teachers have a good working knowledge of both French and English even if they are not fluent in their non-teaching language. There is also the possibility for some teachers to benefit from free French lessons with the Institut Français to allow them to develop their language skills further.

Teachers are encouraged to continue to teach using their native teaching styles to allow pupils to benefit from seeing two culturally different approaches to learning. Pupils will therefore sometimes be shown two different strategies of how to arrive at the same answer for a particular calculation from their two class teachers. This allows pupils to experience two solutions and to choose the one that seems the most logical and efficient for their way of working.

Learning in a bilingual environment gives pupils greater mental flexibility, allowing them to adapt more quickly to new situations they encounter as they move into adulthood and beyond.

How the curriculum is divided between French and English

In Primary, each year group is composed of two parallel classes who share between them an English and a French class teacher. The French curriculum of Maths, French language, History, Geography and Science (or 'Questionner le monde' as these three subjects are known for Cycle 2) and Art are divided as equally as possible by the two class teachers. English class teachers teach the

transferrable parts of the French language programme, as well as CFBL's supplementary English programme. Music, singing, ICT, Sport and Library are taught by specialist teachers. (Please see below).

It may be decided that each subject is divided into topics, the French class teacher doing some of these and the English class teacher others. It may equally be decided that both class teachers will work on different elements of the same topic at the same time. In some classes, teachers have decided that the French teacher will teach more History since it relates to France and the English teacher will cover more Geography or Science. Freedom of choice is left to teachers to make the most of each teacher's strengths.

Our aim is to give pupils the best vocabulary base in all subjects in both languages by the end of Primary. Across Key Stages (or 'Cycles') therefore, teachers try to plan wherever possible that a particular topic seen in French in one year is seen in English in a subsequent year.

In Secondary, pupils can study for the international option of the Diplome National du Brevet by studying part of the history and geography curriculum in English rather than French.

Each year group in Secondary is divided in three non-streamed classes. Pupils change rooms for each subject. Most of the learning sessions are organised for groups of 30 pupils, but Science, Foreign Languages, Art and ICT are taught in smaller groups. Foreign languages groups are organised according to the skill levels of the pupils. Some of the subjects are taught in English only, others only in French and some are taught in both. All Secondary teachers are specialist teachers.

Primary English at CFBL

Although the French curriculum is followed, a supplementary English programme is also in place in Primary to address the fact that the majority of pupils at CFBL have a very high level of written and spoken English, which extends far beyond the level of a French child in France.

English class teachers teach content from all sections of the French language programme (reading, writing, oral, grammar, spelling and vocabulary) that is transferable. For example punctuation, word classification, literary genres and so on, plus a programme based on the English National Curriculum, focusing on key areas that set English apart from French (spelling, phonics and some areas of grammar in particular).

Cross-CFBL English Literature Learning

Throughout CFBL, pupils are exposed to a wide range of key cultural and literary texts, including traditional tales and Shakespeare.

Specialist teaching in Primary

At CFBL, we believe it is important that from a very early age, pupils should benefit from being taught by experts in their respective fields to offer the best quality education possible. At Primary level, this is organised as follows:

Subject taught by specialist teacher	Year group	Language in which subject is taught
Music	Yrs 1 – 6	English
Singing	Yrs 1 and 2	English and French
ICT	Yrs 3 – 6 (Yr 2 taught by class teachers)	English
Library	Yrs 1 – 6	French
Sport	Yrs 1 - 6	English and French

Language support

In Primary, we also benefit from a specialist EAL and FLE teacher (English as an additional language and French as an additional language) to support beginners of English (and in French for pupils entering Yr 1). The EAL/FLE teacher teaches basic, functional vocabulary and sentence structures for beginners to allow them to integrate as rapidly as possible into day-to-day life.

Once this stage is passed, the EAL/FLE teacher works in close collaboration with class teachers to pre-teach vocabulary on topics being seen in class or to follow up on class work with consolidation activities so the content is fully understood. Our aim is to integrate pupils as quickly as possible into being able to cope in the classroom full time.

In Secondary, all pupils must have a minimum level of French to enrol, therefore we do not provide a FLE programme. The English programme is adapted to the levels and needs of the students. Students are tested at the beginning of each academic year and are put into the appropriate levelled group. If necessary, pupils may move groups during the course of the year.

SEND support and challenge

Teachers are asked to provide differentiated tasks and outcomes for all students in all subjects as standard practice. In addition to this:

In Primary, pupils with special educational needs benefit from regular small group teaching to support Literacy and Numeracy. Such teaching is usually done during the time when a specialist teacher is taking half of the class. At other moments, the year group is streamed so that ability-grouped learning can take place. All Literacy and Numeracy work is differentiated and teachers always set and mark work based on their knowledge of the individual capabilities of the child.

In Secondary, provision is made for learning support in French and in Maths for all year groups. Sessions are conducted in small groups for one hour per week (one hour for Maths and one hour for French). Sessions take place during the school day and are taught by the subject teachers concerned. In Year 10, a programme supporting pupils in History and Geography is also offered.

For pupils with a PPRE, PAP or PPS in place (the equivalent of an IEP)

For Primary and Secondary, teachers set specific termly targets that are realistic for the pupil's capabilities, and conduct specific progress meetings to keep parents informed and to give suggestions of how they can support the pupil at home. Following professional diagnosis of a condition, it may be decided that the pupil receives one-to-one support in class (on a part time or full time basis), but this can only be done on the recommendation of the teachers and at the expense of the parents. In very rare cases where the child has not reached the required level of learning across the curriculum, the decision may be taken for the child to repeat the year.

Gifted and talented pupils are offered differentiated work and also have a PPRE if appropriate to allow them to feel suitably stimulated. In some circumstances, a pupil may spend some time in a higher year group (for example, two or three sessions a week during Literacy or Numeracy time) and in very rare circumstances, a pupil may move up to the next year group ahead of their peers. Teachers take guidance from specialists before making the decision to ensure that the child is emotionally ready for such a step as well as academically.

Creating an effective learning and teaching environment

We have high expectations of our pupils and teachers to ensure a dynamic and productive classroom atmosphere. Behaviour is very good and pupils are motivated to learn and to work hard. Pupils are taught to be courteous to all and to respect the thoughts and beliefs of others. CFBL is a non-religious school, but we place a high level of importance on morality and choosing the right option. We encourage our pupils to be creative thinkers and to be inquisitive about the world around them.

In its recruitment process, CFBL strives to employ highly motivated teachers, who are encouraged to organise exciting and challenging programmes of study with trips and visitors. Staff and pupils devise and participate in cross-year group and cross-school projects to build our community of learners.

Homework

In Primary, homework is mainly focused on pupils improving their reading skills and learning spellings and key facts and researching topics being studied in class. In Secondary, homework is focused on the skills of memorising, researching and completing practice exercises and evaluations.

Use of ICT in Learning

CFBL strongly encourages all members of its teaching staff to include the regular use of ICT in lessons. Each classroom is fitted with an interactive board (SMART boards in Primary and Mimio Teach in Secondary). Pupils from CE1 and up have their ICT lesson with the school's specialist teacher in the ICT suite. In Secondary, pupils are encouraged to use computers in the self-study room and library to research projects and prepare for assemblies, etc. In Primary, there are two mobile racks of laptops that can be used during class time. Pupils are also learning about radio technology with our Radio Recré project. Since 2017, teachers have at their disposal 60 i-Pads and 30 Chromebooks to assist them.

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