

# LYCÉE INTERNATIONAL DE LONDRES

## WINSTON CHURCHILL

(The “School”)

### Policy #13: Teaching and Learning Policy

#### **Mission**

Through a rigorous, bilingual programme and innovative methods, we educate students to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Our values are: Excellence, Creativity, Integrity, Awareness and Community.

In support of these aims and values we are committed to ensuring the following:

#### **Introduction**

We are committed treating all our students with respect and dignity.

#### **A bilingual and multicultural learning environment**

LIL’s fundamental goal is the wellbeing of each and every student in our care. We provide a stimulating learning environment that allows students to not only make progress academically, but to develop into bilingual and multicultural citizens who are principled, responsible and thoughtful individuals who think critically and act ethically.

Bilingualism and multiculturalism are at the heart of our establishment and learning is organised with this in mind. The school empowers students to acquire knowledge and

skills in both French and English in all subject areas. This bilingual and multicultural dimension will serve them usefully in their future careers and lives.

LIL promotes a student-centred, hands-on approach to teaching and learning and encourages teachers at all levels and in all subjects to use the most recent and relevant pedagogical practices and technological devices, thus creating a modern learning environment.

Because learning is at the core of our values, LIL encourages teachers to pursue continuous training, to research and experiment with innovative methods and pedagogical practices, and to implement modern lesson plans, capable of developing students' curiosity and fostering a lifelong love for learning.

### **Offering the best of both systems**

LIL aims to take the best qualities of both the international 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. The curriculum is taught in both French and English, and staff are recruited to teach in their native language. There is also the opportunity for teachers to benefit from subsidised French or English lessons as part of their professional development plan to allow them to develop their language skills further. Teachers are encouraged to teach using their native teaching styles to allow students to benefit from seeing the world and the subject content through two or more culturally different approaches to learning. Students will therefore sometimes be shown different strategies of how to arrive at the same answer from their class teachers. This pluralistic approach allows students to experience more than one methodology, encouraging them to work with the most logical and efficient process for them personally, and helping them discover and define their unique learning style.

At heart, teaching and learning in a bilingual environment gives students greater mental flexibility, allowing them to adapt more quickly to new situations they encounter as they move into adulthood and beyond.

Additionally, LIL offers the International track to students alongside the Bac Français Bilingue. This is available to students whose first or main language is English, leading to the International Baccalaureate Diploma Programme (IBDP).

### **How the curriculum is divided between French and English**

In Early Years, we offer a dual language immersion programme from age three. Our curriculum is guided by, but not limited to, the EYFS framework. Children are guided

by two teachers who bring together the two educational cultures and native languages. Both the French and British curricula overlap in many aspects. Teachers will lead activities and develop the 7 core learning areas through exploration and more guided workshops.

In Primary, each year group is composed of two parallel classes who share between them an English and a French class teacher. In the Primary school, subjects are taught in both languages.

The French curriculum has been divided so that pupils could benefit from the vocabulary and skills in both languages.

Example:

- In History (Year6/CM2), the Industrial Revolution is taught in English while the French revolution is taught in French.
- In Literature, both French and English teachers work on common themes, allowing pupils to transfer skills and vocabulary in both languages.

English (ESL) and French (FSL) can also be taught as second language depending on pupils' needs. Teachers teach in their own native language, bringing along the specific educational culture of their country as part of the learning experience for our pupils. Each year group will meet with one French teacher and one English teacher and will coordinate with specialty teachers (PE, English, Language, Music). The French curriculum provides the framework and breadth of content, as well as the the required set of skills. English teachers teach the transferrable parts of the French language programme, as well as LIL's supplementary English programme. Music, Sport, FSL and ESL 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. Freedom of choice is left to departments to make the most of each teacher's strengths and decide on the most relevant way to divide the content taught between the two languages.

Our aim is to give pupils the best vocabulary base in all subjects in both languages by the end of Primary.

Secondary teaching is organised into a bilingual track designed to follow on seamlessly from the Primary bilingual approach and the English International Programme track to welcome non-French speaking students. LIL's primary goal at the end of Secondary School is to bring all students, regardless of their background, to the level of oral,

written and intellectual fluency necessary to undertake, beginning in 1ere (Y12), the academically demanding Baccalaureat Francais International (BFI). This programme requires, amongst other skills and competences, essay writing on world Literature as well as world History, in addition to their other Baccalaureat subjects. The goal of student excellence is equally represented in the international track, where students enter the International Baccalaureat Diploma Programme.

Each year group in Secondary is divided into two to five non-streamed classes. In addition, students may be in mixed groups for speciality subjects, options or language learning. Most of the learning sessions are organised for groups of a maximum of 30 students, but many subjects are taught in smaller groups. Foreign languages groups are organised according to the skill levels of the students. Each year, some of the subjects are taught in English only (i.e. Economics in Year 11), others in only in French and some are taught in both. All Secondary teachers are subject specialist teachers.

Although the French curriculum is followed closely at all levels, a supplementary English programme is also in place to address the fact that the majority of students at LIL have a very high level of written and spoken English, which extends beyond the level expected from the average French student in France. English class teachers teach themed content from all sections of the French language programme (reading, writing, oral, grammar, spelling and vocabulary) that is transferable. Additionally, in keeping with LIL's core value of Excellence, students are taught a programme based on the English National Curriculum, focusing on key areas and texts taught in English schools.).

## **English Language, Arts and Literature Learning Throughout LIL**

Students are exposed to a wide range of key cultural and literary texts, including traditional tales and Shakespeare. At LIL, we believe it is important that from a very early age, students are taught by experts in their respective fields to offer the best quality education possible.

In Primary, we also benefit from specialist teachers with background in EAL and FLE (English as an additional language and French as an additional language) to support beginners of English and French. The EAL/FLE teachers concern themselves with 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 teachers work 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 students must have a minimum level of French to enrol and when possible , FLE/FLS lessons are offered to students as part of their timetable. 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 streamed group. If beneficial to individual progress, teachers may decide to adjust student groups during the course of the year.

In Secondary, the weekly lessons are organised as follows:

Secondary Weekly Schedule Y7-Y13 Distribution des heures hebdo Collège et Lycée Rentrée 2017-2018																															
Disciplines/Subject	COLLEGE										LYCEE										Tle/Y13										
	6e/Y7	5e/Y8	4e/Y9	3e/Y10	2nde/Y11		1e/Y12		S		L	ES	L	ES	S	L	ES	S	L	ES	S	L	ES	S	L	ES	S	L	ES	S	
Français - Langue et littérature (FR)	4.5	4.5	4.5	4.5	4.5	4.5	4	5	4	7	6	5	4	5	4	2	2	0	0	0	0										
Mathématiques (FR)	4.5	4.5	4	3.5	4	3.5	4	3.5	4	4	3	3	3 [1]	3	5	4	4 [2]	4	4	4	7	6									
Histoire- Géographie-EMC (FR) / Pour les 2nde: Géo OIB (FR)	2	3	2	3	2	3	3.5	3.5	1	3	4.5	3.5 [3]	4.5	3.5 [4]	3	3 [5]	5.5	1.5 [6]	5.5	1.5 [7]	3	1.5 [8]									
Sciences de la Vie et de la Terre (FR)		st	1.5	1.5	1.5	1.5	1.5	2	1.5	1	1	1.5	1	1.5	3	3															
Physique-Chimie (FR)		st	1.5	1.5	1.5	1.5	1.5	3	3	1	1.5	1	1.5	3	3																
EPS / PE (FR or ENG)	4	4	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Economie													5	5																	
Philosophie																															
Visual Arts	1	1	1	1	1	1	1	1	1																						
Music	1	1	1	1	1	1	1	1	1																						
Langues Vivantes / Modern Lang.: All / Ger, Mandarin, Esp/Spa	3	0	3	2.5	3	2.5	3	2.5	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	
English (Langue & Littérature ou EAL)	5	4	5	3	5	3	5	3	5	2.5	5	2.5	5	2.5	5	2.5	5	2.5	5	2.5	5	2.5	5	2.5	5	2.5	5	2.5	5	2.5	
Histoire / Humanities (ENG)	1		1		1					2																					
SES / Economics (ENG)										2	2 [9]																				
Biology (ENG)																															
STEM - Science, Technology, Engineering, Maths (ENG)	3	4	3	1.5	1	1.5	1.5	1.5																							
LELE (1è +Tle L) / HG OIB (1è +Tle S)													2	2		2		2	1.5												
<b>Second Year 11 (1 Option au choix) :</b>																															
Creation, Innovation and Technology/STEAM (ENG)										1.5	1.5																				
Methodes et Pratiques Scientifiques, Maths (FR)										1.5																					
Methodes et Pratiques Scientifiques, SPC (FR)										1.5																					
Theatre										1.5																					
ICT/coding (ENG)										1.5																					
Arts										1.5																					
Cinema										1.5																					
Performing Arts music										1.5																					
Principes fondamentaux de l'économie et de la gestion										1.5																					
Enseignement de spécialité (1è + Tle)																															
<b>facultative options and student's support</b>																															
Langues et Cultures Antiques Latin ou Grec ou théâtre (lycée) ou Arts (lycée)				1	1	2	1	2	1	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	
Discovery Classes (FR or ENG) - Min 2/week/ student in lower secondary / TPE 1è	2 [10]		2 [11]		2 [12]		1 [13]					1 [14]	1	1 [15]	1	1 [16]	1														
6e: Etude dirigée / Supervised Homework - 2nde: Aide indiv. (FR or ENG) / EPI (cycle 4)	3	2 [17]	4	2 [18]	4	2 [19]	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
Vie de Classe et Assemblées / Homeroom and Assemblies	1 [20]	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
<b>Total Maximum of hours per week</b>	<b>31</b>	<b>30</b>	<b>33.5</b>	<b>32</b>	<b>32.5</b>	<b>27</b>	<b>32.5</b>	<b>32</b>	<b>35.5</b>	<b>31.5</b>	<b>35.5</b>	<b>33.5</b>	<b>37.5</b>	<b>31.5</b>	<b>37</b>	<b>30.5</b>	<b>39.5</b>	<b>34</b>	<b>36</b>	<b>30</b>	<b>42</b>	<b>35</b>									

## Opening Minds classes, an innovative way to teach in Lower Secondary:

At the end of each day, students in years 7 to 10 are invited to choose an Opening Minds class: a non-assessed class to discover new interests and fuel their curiosity beyond the regular curriculum. Teachers are encouraged to offer high-level subjects that they feel passionate about but do not regularly feature in the regular Lower Secondary curriculum. These classes provide the students with a wider horizon of knowledge. Recent examples include An Introduction to Astrophysics, Molecular Gastronomy, blog writing, web design, architecture, Introduction to philosophy,

create your own business, create your own apps for iPad, music composition, service learning, calligraphy, tea ceremonies, apartheid and its relationship with rugby, etc. In Opening Minds classes, students are grouped by interest, not age and will learn to collaborate with different age groups. Students are required to register for at least one Opening Minds class per semester.

There is a significant 'vertical alignment' benefit to the Opening Minds classes: they break the barriers of the usual class and age groups, thus fostering a true sense of community. They also reinforce the idea, embedded in LIL's culture, of enjoying learning to learn.

### **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, students 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 all subjects for all year groups. "Accompagnement Personnalisé" (AP) sessions are conducted in small groups for one or two periods per week. Sessions take place during the school day and are taught by the subject teachers concerned.

For Primary and Secondary, teachers set specific termly targets that are realistic for the student's capabilities, and conduct specific progress meetings to keep parents informed and to give suggestions of how they can support the student at home. Following professional diagnosis of a SEN or condition, it may be decided that the student 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. Gifted and talented students are offered differentiated work and meet with a leader or teacher regularly to check in with their individual progress and level of challenge. On occasion, a student may spend some time in a higher year group (for example, two or three sessions a week during Literacy or Numeracy time) and in rarer circumstances, the teachers may suggest a student move up to the next year group ahead of their peers. Teachers take guidance from specialists before recommending the decision to ensure that the child is emotionally as well as academically ready for such a move. In the Secondary school, specific classes, known as LEAP (LIL Early Application Programme), are provided for some students to

challenge them in certain subject(s) and to better prepare them for their university entrance exams and further studies.

## **Learning specialist help**

LIL's students further benefit from the support of a full time Learning specialist and a part-time Social/Emotional counselor, who will determine the particular needs and work with teachers to draw up a supportive learning plan, provide individual help and guidance, and communicate with families as needed. This person is also in charge of the Social emotional Curriculum of the school, which includes regular sessions for pupils as well as for families and teachers. A file is created for each student so that teachers and the Learning Specialist can adapt their practices and monitor student progress.

## **Creating an effective and safe learning and teaching environment**

LIL sets high expectations of students and teachers to ensure a dynamic and productive classroom atmosphere. Positive social behaviour and collaboration, as well as friendly and fruitful competition, are paramount to maintain enjoyment and motivation to learn and to work hard. Students are taught to be courteous to all and to respect the thoughts, opinions, customs, and beliefs of others. LIL is a secular school where everyone should feel welcome and appreciated. Its commitment to global citizenship means that the school places a high level of importance on ethics and moral principles. We encourage our pupils to think creatively, to become confident in their own beliefs, and to be inquisitive and ask challenging questions about the world around them.

Using a dynamic and collaborative recruitment process, LIL strives to employ highly motivated teachers, with the deep academic and pedagogical knowledge to devise exciting and challenging programmes of study in the classroom as well as on field trips and with visitors. Staff and pupils devise and participate in cross-year group and cross-school projects to build our community of learners.

## **Excellent teaching and learning**

In the fall of 2021, in response to the preparatory evaluation from the Council of International Schools and as part of the continuous professional development (CPD) programme, teachers collaborated on creating and refining the school's own definition of excellent teaching and learning. In the both sections this collaborative process resulted in a 20-point definition which forms the basis for both informal and formal observations by leaders, and then at teachers' end-of-year appraisals.

## Homework

Because study after study shows that homework has little positive effect on young students' individual progress, LIL asks teachers to keep the setting of it at a minimum, and to encourage 'flipped classroom' techniques such as reading and researching. We respect family time and do not expect families to get involved in class work at home. We also respect that students may start challenging endeavours such as sports and arts after school which require high levels of commitment with strenuous training, rehearsal etc. LIL is proud to help such students fulfill their personal goals and work with them and their families to create a balance in their life. Started in Cycle 3 (CM1), to prepare students for Secondary school, homework increases as more research and longer reading assignments are needed. Teachers provide homework (exercises, tests) so that students are able to have more materials to work on.

## Use of ICT in Learning

LIL recognises that ICT devices are an invaluable tool for teaching and learning in the 21st century and beyond. Therefore LIL strongly encourages all members of its teaching staff to make the best, most relevant and effective use of ICT in lessons. Each classroom is fitted with a video projector; each teacher is provided with a loaned tablet device. Teachers are encouraged in the words of their own definition to put innovation front and centre of their lessons, with the objective of helping students navigate a changing world. The school's core philosophy embraces change in learning patterns - be that remote learning, the involvement of artificial intelligence or the creation of the metaverse.

Students in Primary have access to the use of tablet devices under teacher supervision. Each class is equipped with a set of tablets. The use of tablets is age-appropriate (i.e: children in Early Years will listen to audio while CM2 students will make online researches and presentations.)

In Secondary, students are provided with a loaned tablet device for academic use (See ICT use Policy including iPad guidelines for all users) to research projects, create and develop presentations, and collaborate.

Below is a list of support services dedicated to parents and carers:

- Internet matters - support for parents and carers to keep their children safe online



- London Grid for Learning - support for parents and carers to keep their children safe online
- Common Sense Media - advice, recommendations and support for parents and students
- Net-aware - support for parents and carers from the NSPCC
- Parent info - support for parents and carers to keep their children safe online
- Thinkuknow - advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

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- February 2018
- January 2016