EUROPEAN SCHOOL FRANKFURT

Annual Pedagogical School Plan 2019-2020

Approved by the School Administrative Board on 18 September 2019

I. MISSION OF THE SCHOOL

The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union.

They are legally regarded as public institutions in all of these countries.

The mission of the European Schools is to provide a multilingual and multicultural education for nursery, primary and secondary level students. They are aimed primarily for children of staff of the European institutions.

II. INTRODUCTION

The European School Frankfurt has constantly grown since its opening in 2002. Initially planned for 800-900 students, the pupil population amounts to approximately 1600 in September 2019. According to the employment policies of the European Central Bank and the European Banking Authority the number will most probably rise to 2,200 to 2,300 in the year 2025.

At present the school has five language sections (English, German, French, Italian – Spanish starting with a Nursery class in 2018-19, a P1 class in 2019/20). The percentage of SWALS students is extremely high, particularly in the English and German sections. In September 2019 eighteen[1] languages are taught besides the four (five in PP and P1) languages of the language sections.

The school benefits from highly motivated teachers and students, the BAC results are consistently excellent. The dropout rate is extremely low.

From the pedagogical perspective the implementation of the new marking system in Secondary School has to be continued. The adoption of the new attainment descriptors partly entails new/different approaches to teaching and testing. This implies extensive teacher training. The Secondary School has already initiated steps in order to ensure the gradual an successful implementation of the New Marking System.

The definition of the pedagogical priorities is on the one hand based on the recommendations in the Whole School Inspection Report for the ES Frankfurt (May 2015 and 2017), on the priorities set for all schools by the OSG, and on the other hand on the eight areas of the quality standards of pedagogical work in the European Schools. Dealing with students with different abilities remains to be one of the pedagogical focuses during the school year 2019/20. The pedagogical priorities will be discussed on the pedagogical day on 19 October 2019.

Since 2007 the lack of space has been a constant companion and has respectively put a lot of strain on all stakeholders for many years. The major challenge for the school is the building of a new school. Discussions have been going on for many years, interim solutions have been found to accommodate all Category I students, more challenges lie ahead. The school has defined its needs for a new school, based

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[1] bg,cs,da,el,es (from P2-S7),et,fi,hr,hu,lt,lv,nl,pl,pt,sk,sl,sw,ee

on the predicted and officially acknowledged school population of 2,244 students in 2025, the plans have been examined and approved by the German Ministry of Finances. Still the process of building a new school will take at least another 6-7 years.

Temporary solutions to overcome the problematic situation with lacking spaces (classrooms, canteen, library, sports hall, etc.) have been found, more will have to be planned in order to accept all potential students and to guarantee the high standard of education the school is offering at the moment. The old containers have to be replaced the soonest possible, the increasing number of students in the old buildings (Primary and Secondary) will have to be looked at also from the perspective of security and safety issues.

It is self-evident that physical conditions and constraints do have a certain influence on learning and teaching. Students and teachers, as well as administrative and ancillary staff, must be enabled to work in a sound, attractive and stimulating working environment. Being hosted in four different and quite distant buildings involving long ways, communication, cooperation and time tabling have become difficult.
The continuously increasing number of students and teachers did not go hand in hand with the corresponding increase of administrative and ancillary staff. Furthermore new and more complex administrative procedures have contributed towards the continuously growing workload in the general secretariat and the bookkeeping department.

As the number of students for the coming school years is expected to increase further, more and more complicated and challenging administration procedures have to be tackled. Therefore more qualified administration staff to meet all the requirements and to keep the high quality of the European School Frankfurt are needed. Trainings in various areas of the administration are essential.

III.   UPDATE ON THE RECOMMENDATIONS OF THE WHOLE SCHOOL INSPECTION

School: ES FRANKFURT

Date of visit: 18 to 22 May 2015

Inspectors: Mr. Alex Coenen, Mrs. Yvonne Gammelgaard, Mrs. Tuulamarja Huisman (coordinator) and Mrs. Lynda O'Toole.

Update on Follow-up of the Whole School Inspection (WSI) – July 2017

Developments since the WSI visit

The recommendations expressed by the inspection team (see below) are reflected in the Multi Annual School Plan 2019-21 and the APSP 2019-20:

- A more cyclical and strategic approach should be taken to school planning: this should include self-evaluation.
- There should be greater harmonization of planning, assessment and support
- There is clearly scope for greater use of active learning strategies.
- Optimum use should be made of the school's ICT resources.

Next visit is due in May 2020

IV. PEDAGOGICAL AND EDUCATIONAL PRIORITIES FOR SCHOOL YEAR 2019-20

1. COMMON PRIORITIES

Priority 1	Implementation of new Marking System(NMS)
Cycle	Secondary Cycle
Main steps	- **Share outcome of your evaluation** of the implementation during school year 2018-19 with the OSG (<u>target date: 30th October 2019</u>); - Ensure that **all teachers** concerned have a **profound knowledge** of the new marking scheme: Using the updated Guidelines and the FAQ, and the input from trainings for Deputies in June 2019, - Ensure that the **proper training measures** are provided for teachers (pedagogical days etc.); - **Observe and evaluate** teaching and the use of the **NMS** (competence-based assessment) according to document "Marking scheme of the European Schools: Guidelines for use" - **Share BAC paper samples** with assessment scheme with teachers to prepare BAC proposals for the BACC 2021; - Continue to **observe and analyse pupils' grades** (SMS), and take steps, if major lack of harmony is experienced; - Ensure detailed **information** is provided to pupils and parents; - **Prepare an analysis** of S5 and S6 results and share it with the OSG (target date 30th June 2020).
Expected result(s)	- Improved use of the NMS after two years of usage; - Evaluation of the new marking scheme after two years of usage, if necessary list of improvements/adoptions;
Performance indicators	- Teachers concerned are 100% informed; - Pupils and parents are 100% informed; - Comparison of S5 exam results of school years 2017-18, 2018-19 and 2019-20 and of S6 exam results of school years 2018-19 and 2019-20 - Comparison of pass rates in year S1-5 in school years 2017-18, 2018-19 and 2019-20 and for S6 for school years 2018-19 and 2019-20
Reference documents	- Marking scheme of the European Schools: Guidelines for use (2017-05-D-29-en-3).

Responsibility	- Director and Deputy Director Secondary Cycle - Subject Coordinators - Educational Advisors

Priority 2	**Implementation of the recommendations of the educational support evaluation report and implementation of the action plan educational support and inclusive education**
Cycle	**Nursery, Primary and Secondary Cycle**
Main steps	From educational support evaluation report : - Follow-up the **implementation of the defined priorities** based on the educational support evaluation report (implementation plan); - Prepare draft budget for 2021 that reflect the implementation of the recommendations; - Continue with the **implementation of the recommendations** - Prepare a self-evaluation report about progress made. From action plan educational support and inclusive education : - Ensure existence and easy access to **comprehensive, school-specific guidelines** fully compliant with the policy; - Dispose of clear procedures and **documental evidence for a decision about enrolment/non-enrolment** of a child, including external expertise and taking into account the best interest of the child in question.
Expected result(s)	- Implementation plan for the recommendations; - Part of the recommendations implemented; - Self-evaluation report about progress made. - Highly important and important measures and actions at school level implemented.
Performance indicators	- Number of implemented recommendations in comparison to total number of recommendations; - Number of implemented recommendations defined in the action plan and agreed upon by the BoG.
Reference documents	- 2018-09-D-53-en-1: Evaluation Report on the Implementation of the Educational Support Policy in the European Schools - 2018-12-D-34-en-5: Action Plan Educational Support and Inclusive Education
Responsibility	- Director and Deputy Directors - Educational Advisors - Support Coordinators

These priorities are also reflected and further defined in the priorities number 6 and 7 of the school.

Priority 1	Management and Organisation
	⇨ Organisation of targeted in service training in the area of educational support
	⇨ Cooperation between cycles
	⇨ Revision of Communication Policy
Cycle	**Nursery, Primary and Secondary Cycle**
Main steps	⇨ Organisation of targeted training with the main focus on educational support (learning difficulties, gifted students, …) ⇨ Information sessions on Pedagogical Days including workshops in various languages (Ped. days and other occasions) ⇨ Explore ways of increasing cooperation between school cycles (e.g. transition) ⇨ Update of Communication Policy
Expected result(s)	• Teachers are familiar with a wider range of strategies to support students with learning difficulties • Further development of cross-cycle projects • All stakeholders will be familiar with updated Communication Policy
Performance indicators	• Strategies for differentiation can be observed in lessons • Revised Communication Policy is presented to all Stakeholders • New projects foster cooperation between school cycles
Reference Documents	Ref.: 2010-D-139-en-8 Common Framework for Whole School Inspections in Nursery/Primary and Secondary Cycles (General criteria and indicators for the 8 quality areas) Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools Ref.:2012-05-D-15-en-11 Provision of Educational Support in the European Schools
Responsibility	Management Team

Priority 2	School Ethos and Climate 　　　　　　　　　　　　　　　　　　　　　　　8/15
	⇨ Maintain a positive school ethos ⇨ Promote responsibility, a sense of community and respect for others and the environment ⇨ Ensure common understanding of school rules and their implementation
Cycle	Nursery, Primary and Secondary Cycle
Main steps	⇨ Discussion of ethical values with school community ⇨ Enhancement of school wide programmes which promote respect and develop conflict resolution strategies (KiVa in Primary, Anti-Bullying programme in Secondary) ⇨ Update and adapt internal school rules where needed ⇨ Organise initiatives/projects across language sections ⇨ Offer support from school psychologist and other experts ⇨ Further development of Life Chat Room/student counselling
Expected result(s)	• All stakeholders are familiar with KIVA-Primary/Respect-strategies Secondary • Internal school rules are understood and followed by all stakeholders • A positive and respectful school community
Performance indicators	• Ideas and practices are shared/exchanged among shareholders • Stakeholders school wide deliver conflict solving strategies • School rules are adapted and approved by Educational Councils
Reference Documents	Ref.: 2010-D-139-en-8 Common Framework for Whole School Inspections in Nursery/Primary and Secondary Cycles (General criteria and indicators for the 8 quality areas) Rules for Behaviour at the ES Frankfurt - (Primary cycle) and ES Frankfurt – Internal rules of the Secondary School Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools
Responsibility	Management Team, teachers, school community

Priority 3	Curriculum and Planning ⇨ Common understanding of harmonisation in planning, content and marking ⇨ Implementation of new syllabi ⇨ Continuing implementation of attainment criteria in Secondary School	
Cycle	Nursery / Primary Cycle	Secondary Cycle
Main steps	⇨ Implementation of new syllabi ⇨ Organisation of exchange and reflection sessions	⇨ Implementation of new syllabi ⇨ Continuing use of new attainment descriptors ⇨ Harmonised forward planning and assessment ⇨ Organisation of exchange and reflection sessions
Expected result(s)	• Harmonised implementation of syllabi	• Harmonised approach to implementation of attainment descriptors • Harmonised planning, content and marking both in class as well as in exams
Performance indicators	• Exchange of ideas • Common understanding of new syllabi	• Common approach to attainment descriptors – focus on agreement in specific subject areas • Review and feedback sessions led by subject coordinators
Reference Documents	Subject syllabi Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools	
Responsibility	Management and teachers	Management and teachers

Priority 4	Resources ⇨ Use staff qualifications efficiently ⇨ Support new staff
Cycle	**Nursery, Primary and Secondary Cycle**
Main steps	⇨ Compile database of staff qualifications ⇨ Support new staff members efficiently
Expected result(s)	• Optimise staff recruitment procedures • Effective induction and support of new teachers
Performance indicators	• The best qualified staff members are appointed for each position • Newly recruited teachers feel welcome and have the support/information they require to teach effectively • Implementation of induction is followed up
Reference Documents	Ref.: 2016-05-D-11-en 3 Service Regulations for the locally recruited teachers in the European School AZ: 2011-04-D-14-en-8 Regulations for the members of the seconded staff of the European Schools
Responsibility	Management Team - Secretariat

Priority 5	Teaching and Learning
	⇨ Promotion of active learning approach and developing learning-to-learn strategies ⇨ Developing student-centred, competence-based learning approach across the curriculum ⇨ Extending student use of technical devices/digital tools ⇨ Exchange of good practice
Cycle	Nursery, Primary and Secondary Cycle
Main steps	⇨ Greater opportunities provided for active, student-centred learning ⇨ Student exposure to a variety of teaching methods ⇨ Organisation of peer visits (teacher to teacher) ⇨ Increased use of interactive digital media by students ⇨ Learning-to- learn skills taught in dedicated learning weeks
Expected result(s)	• Shared teaching expertise amongst colleagues • More independent and self-reflecting learners • Emphasis on student-centered activities in class
Performance indicators	• Competence-based teaching and assessment observed in lessons • Variety of teaching approaches/methodologies used in individual lessons • Students regularly use digital media as part of learning process • Increased student participation through active learning strategies
Reference Documents	Ref.: 2010-D-139-en-8 Common Framework for Whole School Inspections in Nursery/Primary and Secondary Cycles (General criteria and indicators for the 8 quality areas) Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools
Responsibility	Subject coordinators, teachers, Management

Priority 6	Assessment and Achievement ⇨ New Marking Scale ⇨ Continued development of student self-evaluation ⇨ Portfolio in PP/P	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	⇨ Use of portfolio (or learning diary etc.) as another real tool for assessment ⇨ Further develop strategies for student self-evaluation ⇨ Teacher exchange of experience and expertise	⇨ Ensure that all teachers have a profound knowledge of the New Marking Scale (NMS) ⇨ Ensure information about NMS is provided to pupils and parents ⇨ Teacher exchange of experience and expertise
Expected result(s)	• Harmonised student portfolios reflecting common school approach • Student reflections included in Portfolio	• Evaluation of the New Marking Scale (NMS) after one year of usage • Further evaluation and comparison of yearly exam results
Performance indicators	• Common understanding of the tool "portfolio" • Completed Student portfolios, including elements of self-reflection	• Teachers are informed about NMS • Pupils and parents are informed about NMS • Comparison of S6 exam results of school year 2018/19 and 2019/20 • Comparison of pass rates in year S1-S5 in school year 2018/19 and 2019/20
Reference Documents	Ref.: 2010-D-139-en-8 Common Framework for Whole School Inspections in Nursery/Primary and Secondary Cycles (General criteria and indicators for the 8 quality areas) Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools Subject syllabi and attainment descriptors -Marking scheme of the European Schools: Guidelines for use (2017-05-D-29-en-3).	
Responsibility	Management and teachers	Director and Deputy Director Secondary Cycle Subject Coordinators Educational Advisors Teachers

Priority 7	Support
	⇨ Implementation of the recommendations of the Educational Support Evaluation Report
Cycle	**Nursery, Primary and Secondary Cycle**
Main steps	⇨ Continue to follow up recommendations of the Evaluation Report ⇨ Ensure revised information for parents and students is included on new school website ⇨ Complete internal audit (Questionnaire) involving all stakeholders (parents, teachers, students) to evaluate current effectiveness of Educational Support ⇨ Prepare draft budget for 2021 that reflects the implementation of the recommendations
Expected result(s)	• Recommendations from evaluation report implemented where appropriate • Review findings from internal audit and use them to identify strengths and weaknesses
Performance indicators	• Recommendations from evaluation report have been acted upon • Findings from internal audit to be used to set future Educational Support priorities at ESF
Reference Documents	Ref.:2012-05-D-15-en-11 Provision of Educational Support in the European Schools Educational support evaluation reports to be final after the meetings of the Joint Board of Inspectors and Joint Teaching Committee
Responsibility	Management, educational support coordinator, teachers

Priority 8	**Quality and Assurance Development** ⇨ Establish routines in the internal evaluation process
Cycle	**Nursery, Primary and Secondary Cycle**
Main steps	⇨ Set-up systematic approach to internal evaluation at school level ⇨ Create action plans based on the priorities to develop a school evaluation policy
Expected result(s)	• Transparent, systematic procedures for evaluation established (long term objective)
Performance indicators	• Results from action plans are used to supply data-based evidence for further development (particularly Priorities 6 and 7)
Reference Documents	Ref.: 2010-D-139-en-8 Common Framework for Whole School Inspections in Nursery/Primary and Secondary Cycles (General criteria and indicators for the 8 quality areas) Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools
Responsibility	Management team

V.   ANNEXES

1.   KEY STATISTICS

2.   REGISTER OF PEDAGOGICAL RISKS

3.   LIST OF DEROGATIONS 2019-2020