



# **EUROPEAN SCHOOL FRANKFURT**

## **Annual Pedagogical School Plan 2021-2022**

**Presented to the School Administrative Board on 22 September 2021**

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## I. MISSION OF THE SCHOOL

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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.

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## II. INTRODUCTION

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The European School Frankfurt has constantly grown since its opening in 2002. Initially planned for 800-900 students, the pupil population amounts to approximately 1580 in September 2021. According to the employment policies of the European Central Bank the number will most probably rise to 2,200 to 2,300 in the year 2025. At the moment the number of students is stable, even slightly decreasing, due to the fact that some families have decided to move back to the home country temporarily or not to move to Frankfurt, because of the pandemic.

The school has four/five language sections (English, German, French, Italian – Spanish starting with a Nursery class in 2018-19, a combined P1/P2 and a P3 class in 2021/22). The percentage of SWALS students is extremely high, particularly in the English and German sections. In September 2021 eighteen languages are taught besides the four (five in Nursery, P1-P3) languages of the language sections. All official European languages are taught at the ESF, except Maltese.

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

The school year 2020/21 was extremely challenging. Regulations on system level and local decision led to constant changes and adaptations, very often with very short notice. In situ teaching, alternating groups, split classes, distance teaching - depending on the incidence rate in Frankfurt the school had to adapt to the various scenarios. This was challenging for students, teachers, parents and administrative staff. Huge efforts were requested from all stakeholders. Investments in digital equipment were made (cameras, microphones, laptops) in order to offer live streaming lessons, where possible and appropriate. In-service trainings were organised for teachers and staff members (mainly TEAMS) in order to cope with the new situation.

The exams in S6 and S7 took place as foreseen in the regulations, for the harmonized S5 exams alternative forms were organised. The written BAC exams took place regularly, the oral exams were cancelled. While some year groups were in situ more than others, with different teaching models, for all S2 – S5 classed almost 5 months in the distance learning mode were challenging. Teaching and administrative staff were offered to be vaccinated, self-tests for students and staff were introduced in May 2021. The testing kits were (and still are in autumn 2021) supplied by the local authorities. The number of positive COVID-19 cases was low, the cooperation with the local Health Authorities was/is very good.

From the pedagogical perspective the implementation of the NMS (New Marking System) in Secondary School is now completed with the application in S7 in the school year 2020/21.

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 2021/22. The pedagogical priorities will be discussed on the pedagogical day on 18 October 2021.

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 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 7-8 years. In 2021 (January to June) a pedagogical concept was prepared with the assistance of an external company (Die Baupiloten) for the so-called "Phase 0". We thank all stakeholders who took part in the process for their contributions: teachers, students, parents, administrative staff, ECB, OFD, BMBF, City of Frankfurt.

Temporary solutions to overcome the problematic situation with lacking spaces (classrooms, canteens, libraries, staff rooms, sports halls, 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 finally been replaced over the summer and will be available after the autumn break. Overcrowding in the 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 five 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, the cycle secretariats 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., (e.g. SAP, BO, O365 TEAMS, Sharepoint, etc.)

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### **III. UPDATE ON THE RECOMMENDATIONS OF THE WHOLE SCHOOL INSPECTION**

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**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.

**A visit was planned in May 2020 but was postponed due to COVID-19. A new visit is scheduled for 25 – 29 October 2021 .**

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## IV. PEDAGOGICAL AND EDUCATIONAL PRIORITIES FOR SCHOOL YEAR 2021-22

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### 1. COMMON PRIORITIES

<b>Priority 1</b>	<b>Implementation of new Marking System (NMS)</b>
<b>Cycle</b>	<b>Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>- <b>Evaluate and prepare an analysis</b> of S5, S6 and S7 results and share it with the OSG</li> <li>- Analyse further training needs and ensure their provision</li> <li>- Continue to observe and evaluate teaching and the use of the <b>NMS</b> (competence-based assessment) according to document “Marking scheme of the European Schools: Guidelines for use”</li> </ul>
Expected result(s)	The overall aim is that at the end of school year 2021-2022 the marking system is implemented across all Schools in a harmonized way.
Performance indicators	Statistical results: average and distribution of marks between section and subjects, fail and repeat rates in the school.
Reference documents	<ul style="list-style-type: none"> <li>- Marking scheme of the European Schools: Guidelines for use (2017-05-D-29-en-9).</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>- Director and Deputy Director Secondary Cycle</li> <li>- Subject Coordinators</li> <li>- Educational Advisors</li> </ul>

<b>Priority 2</b>	<b>Implementation of the recommendations of the educational support evaluation report and implementation of the action plan educational support and inclusive education</b>
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>- <u>Qualification and training</u>: start the implementation of the training policy developed at system level: <ul style="list-style-type: none"> <li>• identify teachers in need of training and</li> <li>• define training plan</li> </ul> </li> <li>- <u>Accessibility standards</u>: start the definition of the accessibility policy and workflow to ensure schooling from 1<sup>st</sup> day</li> <li>- <u>Transition</u>: define a workflow for clear transition in school guidelines</li> <li>- <u>Tools for early identification</u>: Put in place framework on early identification and use tools</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>- Implementation plan for the recommendations;</li> <li>- Highly important and important measures and actions at school level implemented</li> </ul>
Performance indicators	Number of implemented recommendations defined in the action plan and agreed upon by the BoG.
Reference documents	2018-12-D-34-en-5: Action Plan Educational Support and Inclusive Education
Responsibility	<ul style="list-style-type: none"> <li>- Director and Deputy Directors</li> <li>- Educational Advisors</li> <li>- Support Coordinators</li> </ul>

<b>Priority 3</b>	<b>Strengthening digital competence of pupils and teaching staff</b>
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>- Ensure that educational staff participate in training measures (use of budget agreed per teacher)</li> <li>- Sharing of good practices at school-level and at subject-level across all schools</li> <li>- Reflection on how digital competence is implemented at school level, for pupils and educational staff</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>- All educational staff have received trainings in digital education in the frame of the CPD Framework (2016-01-D-40) and, ideally, via peer-training sessions.</li> <li>- All educational staff are members and participate to online professional communities at school and system-level, accordingly to their work</li> <li>- All educational staff and pupils have reflected on the digital competence, ideally via SELFIE<sup>1</sup> tool (teachers and pupils from P5) and SELFIE for teachers<sup>2</sup> (teachers, expected September 2021).</li> <li>- All coordinators and subject referents (if not all educational staff) are acquainted with the ES Digital Competence Framework for pupils (2020-09-D-51) and the Digital Competence Framework for educators (DigCompEdu).</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>- All the dedicated budget was used for trainings in digital education by the schools; regular peer-training was promoted.</li> <li>- Centralised survey on online professional communities indicates participation and satisfaction.</li> <li>- Evidence that reflection was organised at school level, e.g. via SELFIE tool and DigCompEdu CheckIn.</li> <li>- Digital Competence (as one of the key competences) is covered in the forward planning by teachers.</li> <li>- DigCompEdu is used to categorize professional training sessions.</li> </ul>
Reference documents	<ul style="list-style-type: none"> <li>- Digital Education Vision for the European Schools system (DEVES) - 2018-12-D-7-en-4</li> <li>- Digital Competence Framework for the ES 2020-09-D-51</li> </ul>

<sup>1</sup> [https://ec.europa.eu/education/schools-go-digital\\_en](https://ec.europa.eu/education/schools-go-digital_en)

<sup>2</sup> <https://digcompedu.jrc.es>. Official launch is expected in September/October 2021. Alternatively, 'DigCompEdu CheckIn' can be used (<https://ec.europa.eu/jrc/en/digcompedu/self-reflection>).

	<ul style="list-style-type: none"> <li>- Framework for and Organisation of Continuous Professional Development in the European Schools - 2016-01-D-40-en-6 (for the reference to the budget earmarked for digital pedagogical training)</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>- Directors and Deputy Directors</li> <li>- IT coordinators</li> <li>- Support Coordinators</li> </ul>

## 2. SCHOOL-SPECIFIC PRIORITIES

<b>Priority 1</b>	<b>Management and Organisation</b> <ul style="list-style-type: none"> <li>⇒ Organisation of targeted in service training: <ul style="list-style-type: none"> <li>○ in the area of educational support</li> <li>○ in the area of distance teaching and learning</li> </ul> </li> <li>⇒ Upgrade technical equipment at school</li> </ul>
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>⇒ Organisation of targeted training with the main focus on educational support (learning difficulties, gifted students, ...) and distance learning and teaching (Use of digital tools, assessment, pedagogical approaches)</li> <li>⇒ Information sessions on Pedagogical Days including workshops in various languages (Ped. days and other occasions)</li> <li>⇒ Improve digital facilities for distance teaching</li> <li>⇒ Explore ways of increasing cooperation between school cycles (e.g. transition)</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>• Teachers are familiar with approaches to distance teaching and learning</li> <li>• Teachers are familiar with a wider range of strategies to support students with learning difficulties</li> <li>• More digital equipment is available for distance teaching and learning</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>• All teachers are familiar with distance teaching strategies</li> <li>• Targeted in service courses (distance teaching) are offered at various levels</li> <li>• Strategies for differentiation can be observed in lessons</li> </ul>
Reference Documents	Ref.: 2020-09-D-10-en-5 Distant Teaching and Learning Policy for the European Schools 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 Support coordinators



<b>Priority 2</b>	<b>Communication</b> ⇒ Revision of Communication Policy
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle and Administration</b>
<b>Main steps</b>	<ul style="list-style-type: none"> <li>⇒ Update of Communication Policy: communication during and after a pandemic</li> <li>⇒ Involve all stakeholders in the development of clear communication channels and communication rules</li> <li>⇒ Analysis and Interpretation of the data of the Survey on school ethos (May 2021)</li> <li>⇒ Presentation of the new policy at the end of the school year</li> </ul>
<b>Expected result(s)</b>	<ul style="list-style-type: none"> <li>• All stakeholders will be familiar with updated Communication Policy</li> </ul>
<b>Performance indicators</b>	<ul style="list-style-type: none"> <li>• Revised and approved Communication Policy</li> </ul>
<b>Reference Documents</b>	---
<b>Responsibility</b>	Management Team

<b>Priority 3</b>	<b>School Ethos and Climate</b> <ul style="list-style-type: none"> <li>⇒ Maintain a positive school ethos</li> <li>⇒ Promote responsibility, a sense of community and respect for others and the environment</li> <li>⇒ Ensure common understanding of school rules and their implementation</li> </ul>
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>⇒ Discussion of ethical values with school community</li> <li>⇒ Analysis and interpretation of the data collected on school ethos in the survey carried out in June 2021</li> <li>⇒ Enhancement of school wide programmes which promote respect and develop conflict resolution strategies (KiVa in Primary and Lower Secondary, Anti-Bullying programme in Secondary)</li> <li>⇒ Update and adapt internal school rules where needed – e.g. ICT Charter</li> <li>⇒ Organise initiatives/projects across language sections</li> <li>⇒ Offer support from school psychologist and other experts</li> <li>⇒ Further development of Life Chat Room/student counselling</li> <li>⇒ Discussing results of Phase 0 report with stake holders</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>• All stakeholders are familiar with KIVA-Primary and lower Secondary /Respect-strategies for upper Secondary</li> <li>• Internal school rules are understood and followed by all stakeholders</li> <li>• A positive and respectful school community</li> <li>• Action plan for findings of survey</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>• Ideas and practices are shared/exchanged among shareholders</li> <li>• School rules are adapted and approved by Educational Councils</li> <li>• Actions are planned based on the findings of the ethos survey (June 21)</li> </ul>
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 / Behaviour Policy (Nursery and Primary Cycle) and ES Frankfurt – Internal Rules of the Secondary School Ref.: 2020-08-M-1-en-1/AB ICT Charter for the European Schools  Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools “Phase 0” Report.
Responsibility	Management Team, teachers, school community ICT Coordinators

<b>Priority 4</b>	<b>Curriculum and Planning</b>	
	<ul style="list-style-type: none"> <li>⇒ Common understanding of harmonisation in planning, content and marking</li> <li>⇒ Implementation of new syllabi</li> <li>⇒ Continuing implementation of attainment criteria in Secondary School</li> <li>⇒ First discussions of the Implementation of the 8 Key Competences</li> </ul>	
<b>Cycle</b>	<b>Nursery / Primary Cycle</b>	<b>Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>⇒ Implementation of new syllabi</li> <li>⇒ Organisation of exchange and reflection sessions</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Implementation of new syllabi</li> <li>⇒ Continuing use of new attainment descriptors</li> <li>⇒ Harmonised forward planning and assessment</li> <li>⇒ Organisation of exchange and reflection sessions</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>• Harmonised implementation of syllabi</li> <li>• Common understanding on 8 Key competences</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Harmonised approach to implementation of attainment descriptors</li> <li>• Harmonised planning, content and marking both in class as well as in exams</li> <li>• Common understanding on 8 Key competences</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>• Exchange of ideas takes place</li> <li>• Harmonised application of new syllabi</li> </ul>	<ul style="list-style-type: none"> <li>• Harmonised application of attainment descriptors – focus on agreement in specific subject areas</li> <li>• Review and feedback sessions led by subject coordinators</li> </ul>
Reference Documents	Subject syllabi Ref.: 2000-D-264-en-2 Quality Assurance and Development in the European Schools Ref.: 2020-01-D-61-en-3 (not yet in force) Introduction of the eight key competences in the pedagogical planning	
Responsibility	Management and teachers	Management and teachers

<b>Priority 5</b>	<b>Resources</b> <ul style="list-style-type: none"> <li>⇒ Use staff qualifications efficiently</li> <li>⇒ Cover vulnerable staff</li> <li>⇒ Equip the school with the necessary digital tools</li> <li>⇒ Support new staff</li> </ul>
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>⇒ Compile database of staff qualifications</li> <li>⇒ Upgrade the ICT infrastructure</li> <li>⇒ Support new staff members efficiently</li> <li>⇒ Replace/cover vulnerable staff and define their roles</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>• Optimise staff recruitment procedures</li> <li>• Effective induction and support of new teachers with mentoring system</li> <li>• Improved ICT infrastructure</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>• The best qualified staff members are appointed for each position</li> <li>• Newly recruited teachers feel welcome and have the support/information they require to teach effectively</li> <li>• Vulnerable staff members are replaced/covered efficiently</li> <li>• Efficient ICT infrastructure for blended and distance learning and teaching</li> </ul>
Reference Documents	Ref.: 2016-05-D-11-en 6 Service Regulations for the locally recruited teachers in the European School AZ: 2011-04-D-14-en-12 Regulations for the members of the seconded staff of the European Schools
Responsibility	Management Team - Secretariat

<b>Priority 6</b>	<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>⇒ A variety of teaching and learning methods are employed by teachers, including distance teaching and learning</li> <li>⇒ Promotion of active learning approach and developing learning-to-learn strategies</li> <li>⇒ Developing student-centred, competence-based learning approach across the curriculum</li> <li>⇒ Extending student use of technical devices/digital tools</li> <li>⇒ Exchange of good practice</li> </ul>
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle</b>
Main steps	<ul style="list-style-type: none"> <li>⇒ Increased use of interactive digital media by students – also beyond the pandemic</li> <li>⇒ Greater opportunities provided for active, student-centred learning</li> <li>⇒ Student exposure to a variety of teaching methods</li> <li>⇒ Organisation of peer visits (teacher to teacher)</li> <li>⇒ Learning-to-learn skills taught in dedicated learning weeks</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>• Training in distance teaching tools and methods</li> <li>• Shared teaching expertise amongst colleagues</li> <li>• More independent and self-reflecting learners</li> <li>• Emphasis on student-centred activities in class and individual needs of students</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>• Distance teaching tools are available</li> <li>• Standards of distant teaching are defined and applied</li> <li>• Competence-based teaching and assessment observed in lessons</li> <li>• Variety of teaching approaches/methodologies used in individual lessons</li> <li>• Students regularly use digital media as part of learning process</li> </ul>
Reference Documents	Ref.: 2020-09-D-10-en-5 Distant Teaching and Learning Policy for the European Schools 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

<b>Priority 7</b>	<b>Assessment and Achievement</b> ⇒ New Marking System ⇒ Formative and summative assessment ⇒ Continued development of student self-evaluation ⇒ Portfolio in PP/P	
<b>Cycle</b>	<b>Nursery / Primary Cycles</b>	<b>Secondary Cycle</b>
Main steps	⇒ Harmonization of assessment criteria ⇒ 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	⇒ Harmonization of assessment criteria ⇒ Ensure that all teachers have a profound knowledge of the New Marking System (NMS) ⇒ Teacher exchange of experience and expertise ⇒ Student self-evaluation is enhanced
Expected result(s)	<ul style="list-style-type: none"> <li>• Common understanding of formative and summative assessment</li> <li>• Harmonised student portfolios reflecting common school approach</li> <li>• Student reflections included in Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Common understanding of formative and summative assessment</li> <li>• Evaluation of the New Marking System (NMS) after three years of implementation</li> <li>• Further evaluation and comparison of yearly exam results</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>• Assessment criteria are defined and in force</li> <li>• Completed Student portfolios, including elements of self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment criteria are defined and in force</li> <li>• Teachers are informed about NMS</li> <li>• Student self-evaluation is observed in class rooms</li> </ul>
Reference Documents	Ref.: 2020-03-D-11-en-6 Distance learning recommendations for course continuity during temporary suspension of obligatory regular attendance of pupils at school 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 and ICT Coordinators Educational Advisors Teachers

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## V. ANNEXES

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### 1. KEY STATISTICS

See document included in Director's Report – Encl. 2

### 2. REGISTER OF PEDAGOGICAL RISKS

See document Encl. 7b

### 3. LIST OF DEROGATIONS 2021-2022

See document Encl. 7c