



EUROPEAN SCHOOL FRANKFURT

Multi-annual Pedagogical School Plan 2021/22 – 2023/24

Presented to the School Administrative Board on 22 September 2021

EXPLICATIVE NOTE

At the Board of Governors' meeting in April 2019, the Secretary-General presented the Multi-annual and annual plan 2019 for the Office of the Secretary-General (2019-03-D-19-en-2). The multi-annual plan covers the areas human resources, pedagogy, administration, finance, and accredited European Schools. The defined multi-annual objectives in the areas of pedagogy and finance and administration are also objectives of the Schools. The pedagogical ones are therefore part of the School's multi-annual pedagogical plan¹.

The two objectives for the school years 2019/20-2021/22 are:

- 1) Successful implementation of the new marking system
- 2) Implementation of the educational support policy and provision of inclusive quality education

For each objective, some performance indicators have been defined in order to monitor advancement over the years.

The MAPSP for all schools remains unchanged for the period 2021-2024.

I. 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 1580 in September 2021. According to the employment policies of the European Central Bank the number will most probably rise to approx. 2200 in the year 2025. At the moment the number of student enrolments is slightly decreasing as some families have decided to move back to the home country or not to move to Frankfurt during the pandemic.

The lack of space has been a constant companion and has put a lot of strain on all stakeholders. Temporary solutions to overcome the problematic situation with lacking spaces (classrooms, canteens, libraries, sports halls, staff rooms) have been found, more will have to be planned in order to accept all potential pupils and to guarantee the high standard of education the school is offering at the moment.

The school benefits from highly motivated teachers and students, the BAC results are consistently excellent.

The school has five language sections (Spanish only in the Nursery cycle, and P1 to P3), the percentage of SWALS students is extremely high, particularly in the English and German sections. In September 2021 eighteen² languages are taught besides the four (five up to P3) languages of the language sections (English, German, French, Italian; Spanish – up to P3).

¹ The multi-annual objectives related to finance and administration are part of the financial cycle. The Administrative Board has discussed them in their meeting in January.

² bg,cs,da,el,es (from P4-S7),et,fi,hr,hu,it,lv,nl,pl,pt,ro,sk,sl,sw,ee

In the school year 2014/15 the school was evaluated externally and the Whole School Inspection Report, supplied in August 2015, provides a series of recommendations taken up in this multi-annual school plan. The recommendations expressed in the follow-up report by the WSI-team, sent to the school in October 2017, are taken into account in the priorities defined in the MASP. The school was supposed to be evaluated again in May 2020, the visit was postponed to October 2021 due to the COVID-19 pandemic. .

The multi annual school plan focuses on the main objectives in the 8 quality areas suggested in the document on the quality of learning and teaching and the overall effectiveness of school. The following areas are covered:

- 1) Management and Organisation
- 2) School Ethos and Climate
- 3) Curriculum and Planning
- 4) Resources
- 5) Teaching and Learning
- 6) Assessment and Achievements
- 7) Support (LS, SWALS, IS)
- 8) Quality Assurance and Development

The Management Team of the ES Frankfurt strongly believes in the synergy between internal and external evaluation and considers it useful to operate with the same quality areas and quality indicators as the external evaluators.

For each of the above mentioned quality areas this multi-annual school plan foresees three aspects:

- 1) Where are we in 2021?
- 2) Where do we want to be in 2023
- 3) Which actions have to be taken?

The actions foreseen in this multi-annual school plan are still rather general, they will be broken down into more concrete steps in the respective annual school plans.

In every annual school plan priorities will be set. At the end of the three-year period all areas should be covered. It is self-evident that long-term planning is rather difficult, there must be room for flexibility if new/different priorities occur, either imposed on the school by internal needs or external demands.

In addition to the objectives defined in the eight quality areas, one 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. According to the recruitment policy of the European Central Bank the number of students will increase. The Federal Republic of Germany has agreed on a provisional number of students in 2025 amounting to 2,244. In July 2017 the plan for required rooms (*Raumbedarfsplan*) was approved by the BMF (*Bundesfinanzministerium*) and as soon as the City of Frankfurt finds a suitable plot of land the next steps can be taken. In 2021 (March to July) a pedagogical concept was worked out by an external company (*Die Baupiloten*) as a basis for the so-called "Phase 0".

Besides the challenge of the building of a new school, which will take a minimum of 7-8 years (once all relevant decisions will have been taken – finances and plot of land), a series of other temporary solutions will have to be looked for and found in order to accommodate all Category I applications. Just to mention the most urgent ones: the

libraries, canteens, staff rooms, etc. are too small. Swimming lessons cannot be offered as foreseen in the syllabus. The old containers have been replaced in summer 2021 and will be ready by the end of October 2021. Overcrowding in the buildings (Primary and Secondary) will have to be looked at also from the perspective of security and safety issues.

The intake of a larger number of students implies new classrooms the school does not have at the moment, despite the fact that the school can make use of the nine new classrooms in the extended Modular Building and five additional class rooms in the new containers. In addition the buildings are in a rather desolate state, despite the fact that the school is only 19 years old. The quality of the building is very low, the cheap method of construction shows in the high maintenance costs after only 19 years of age and the need for continuous improvement, adaptations etc.

The improvement of the currently used building, in combination with the strenuous efforts to convince all involved decision-makers that a new school is urgently and desperately needed, will take a lot of time and energy for the Management Team of the School.

It is self-evident that physical conditions and constraints do have some influence on learning and teaching. Students and teachers, as well as 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, both communication and cooperation are extremely difficult.

From the pedagogical perspective the adaptation to rapidly changing situations (Scenario 1 – all students and teachers are in situ; Scenario 2 – blended learning, some students and teachers at home, some in situ; Scenario 3 – temporary suspension of in situ lessons) is one of the major challenges. This implies on the one hand the adaptation of pedagogical approaches to learning and teaching, on the other hand the upgrading of the digital infrastructure at the school in order to offer the best online teaching and learning. Decisions by the local authorities are often communicated very short term so that teachers, students, parents and administrative staff have to be very flexible. Due to the introduction of self-tests for students and teachers and the high rate of vaccination among staff and partially also of Secondary school students a closure of the school has become less likely.

II. COMMON MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

1. Successful implementation of the new marking system

The introduction of the new marking system started in the school year 2018-19 and in the year groups S1 –S5. The NMS is now applied in all classes of the Secondary School.

Evidence suggests that educational systems like the European Schools show some differences in assessment. The main objective of the introduction of the new marking system is to improve clarity in the assessment process. The more clearly defined assessment policy, based on competences and their level of achievement, should assist teachers coming from different national systems to perform their assessment in the European Schools in a more harmonised way.

We expect that results at the European Baccalareate and in the S5 harmonized exams will reflect our efforts in the medium term. Two aspects have been crucial for a correct

implementation: The preparation of the new syllabuses for all subjects and the training of the teaching staff across the whole ES system. These aspects have guided in the definition of the performance indicators.

The following performance indicators have been defined in order to measure attainment and progress of the implementation of the objective.

Objective 1: Successful implementation of the new marking system		
Performance indicators		
	Status quo	Target 2021
1	New marking scheme used in all Schools	S1-S5 in all Schools including BAC in all Schools
2	New marking system understood by Higher Education Institutions: Number of pupils not correctly accepted by universities	n/a observe and ensure number is 0 or very low

2. Implementation of the educational support policy and provision of inclusive quality education

As a follow up to the UN Recommendations concerning Inclusive Education in the European Schools, the ES have prepared a report on 'Inclusive Education in the European Schools'. This report states that the ES are moving from an integrative to a more inclusive school system. At the same time, the report identifies areas for improvement with a view of providing an always more inclusive education. Efforts will need to be deployed at all levels, in order to always better implement the existing educational support policy and to ensure that the UN recommendations will be fully addressed.

The following performance indicators have been defined in order to measure attainment and progress of the implementation of the objective.

Objective 2: Implementation of the educational support policy and provision of inclusive quality education		
Performance indicators		
	Status quo	Target 2021
1	% of action plan implemented	0% all actions classified in short and midterm as highly important or important
2	Number of refused enrolments	School year 2017-18: - 1 in Primary - 2 in Secondary observe and reduce
3	Number of pupils directed to other systems after enrolling them in one of the ES	School year 2017-18: -1 observe and reduce
4	Proper consultation with Inspector for each rejection and/or redirection	clear guidelines needed 100% of cases

III. SCHOOL SPECIFIC MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
Management and Organisation	<ul style="list-style-type: none"> Regular systematic in-service-training is offered The school encourages cooperation between language sections and school cycles Transition policy works, good foundation for further structured work Concentration of activities and projects in two pre-defined weeks within the school year 	<ul style="list-style-type: none"> More systematic and practical training (subject areas, competence based assessment, ICT) More structured implementation of the transition policy A variety of projects within the school year 	<ul style="list-style-type: none"> Management has to ensure professional development of all staff linked to the Annual School Plan Facilitate transition Continuation of the project week initiative
	<ul style="list-style-type: none"> Effective use of teaching time within the constraints of current space situation 	<ul style="list-style-type: none"> Constraints will remain 	<ul style="list-style-type: none"> Active contribution of the school towards the building of the new premises and interim solutions
	<ul style="list-style-type: none"> Effective cooperation between management and staff representatives. 	<ul style="list-style-type: none"> Clear definition of roles (middle management) Improve communication processes (keep Friday memos) 	<ul style="list-style-type: none"> Roles and tasks have to be defined (middle management – pedagogical advisors, subject coordinators, staff reps. etc.) Streamline and digitalize administrative tasks and documents Develop effective communication channels
	<ul style="list-style-type: none"> Risk analysis being done/in progress 	<ul style="list-style-type: none"> Risks that can be controlled by the school are minimized 	<ul style="list-style-type: none"> Constant observation /surveillance of risk areas
	<ul style="list-style-type: none"> Communication policy is in place 	<ul style="list-style-type: none"> Clear and transparent communication channels 	<ul style="list-style-type: none"> Update communication policy

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
School Ethos and Climate	<ul style="list-style-type: none"> • Positive school climate • Mutual support • Good European spirit 	<ul style="list-style-type: none"> • Keep positive school climate • Strengthen the sense of security and belonging amongst the staff • Common understanding of school rules and their application. • Raise deeper awareness/Be aware of our school values 	<ul style="list-style-type: none"> • Analyse and interpret data of “Ethos survey June 2021” • More team building activities within the school (formal and informal) • Agreement on common behavior rules and their application (e.g. anti-bullying) • Update school rules • Organise activities to encourage the mix across language sections • Instill core values and promote responsibility, a
	<ul style="list-style-type: none"> • Anti-Bullying programmes/initiatives 	<ul style="list-style-type: none"> • Minimal number of conflicts/bullying cases 	<ul style="list-style-type: none"> • Create formal procedure for resolving conflicts and dealing with violence, bullying and discrimination • Implement a cross school conflict-solving programme in all cycles – expand KIVA

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
Curriculum and planning	<ul style="list-style-type: none"> • Harmonised planning is in place in nursery and in secondary with common templates; different formats are used in primary • Enrichment of the curriculum through activities and projects across languages and sections • Roles of subject coordinators are defined 	<ul style="list-style-type: none"> • Common understanding of harmonization, differentiation, assessment, support, grading and competences. • Yearly planning is harmonised using common templates • Differentiation is included in short term planning 	<ul style="list-style-type: none"> • Further development of a common understanding of harmonization, differentiation, assessment, support, grading and competences (pedagogical day, continuous professional development, exchange of experiences across sections, in-service trainings...) • Optimise existing planning templates (including opportunities for cross curricular/cross section planning) • Systematic peer observation/team teaching, sharing experiences • Creation of a pool of materials/methods of differentiation (books, links, etc.)

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
Resources	<ul style="list-style-type: none"> In general staff have the appropriate qualifications 	<ul style="list-style-type: none"> Database of teachers and their qualifications 	<ul style="list-style-type: none"> Create and use a teacher data base efficiently
	<ul style="list-style-type: none"> Measures in place to support new teachers (teacher induction) 	<ul style="list-style-type: none"> Improved support structure for new teachers 	<ul style="list-style-type: none"> Further development of induction programme
	<ul style="list-style-type: none"> Financial resources are generally efficiently managed 	<ul style="list-style-type: none"> Optimised management of financial resources 	<ul style="list-style-type: none"> Transparent allocation of resources
	<ul style="list-style-type: none"> School is well equipped with hardware, but has to be upgraded (Distance teaching and learning) ICT equipment is used effectively by a considerable number of teachers in the Secondary 	<ul style="list-style-type: none"> Better access to ICT resources when needed (e.g. lists of materials etc.) All necessary equipment for distance teaching and learning is available 	<ul style="list-style-type: none"> Optimise use of ICT equipment through cooperation with ICT department and further training– pedagogy Upgrade ICT infrastructure (e.g. live-streaming, cameras, microphones, BYOD, etc.)

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
Teaching and Learning	<ul style="list-style-type: none"> Classroom management is generally good Pupils are positively disposed to learning Good approaches to distance learning and teaching 	<ul style="list-style-type: none"> Wide range of teaching strategies and approaches utilized The efficient use of digital tools is implemented (switch to distance teaching and learning is possible at any time) 	<ul style="list-style-type: none"> Share experiences through teaching practice Provide training in active learning techniques and differentiation Investment in ICT infrastructure
	<ul style="list-style-type: none"> Cross-curricular links are visible Many lessons are teacher centred More and more teachers are integrating active learning strategies Cross section learning skills workshops in place 	<ul style="list-style-type: none"> More active, student centred learning More “learning for life” (key competences – subject related and across the subjects) More competence based learning and teaching 	<ul style="list-style-type: none"> More practical cross-section projects Develop common understanding of competences (in particular the 8 Key Competences) and how to enable students to acquire them Introduction of a “class hour” in all classes Anti-stress training for teachers and students Encourage and publicise the participation in ESSS and Intersport opportunities Use of digital learning platforms (e.g. to share homework etc.) In-service training on active learning strategies
	<ul style="list-style-type: none"> Teachers’ absences are covered 	<ul style="list-style-type: none"> Optimisation of cover lessons - 	<ul style="list-style-type: none"> Enlarge the pool of cover teachers
	<ul style="list-style-type: none"> MTT works well 	<ul style="list-style-type: none"> Maintain the high standards of mother tongue teaching 	<ul style="list-style-type: none"> Offer suitable rooms for MTT

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
Assessment and Achievements	<ul style="list-style-type: none"> • Excellent Bac results • Good pass rate throughout the school 	<ul style="list-style-type: none"> • Keep the standard 	<ul style="list-style-type: none"> • Allocate more time to coordinators for harmonisation
	<ul style="list-style-type: none"> • Guidelines partially followed • Harmonisation in exam format, content and mark allocation is in place (Sec.) • Good variety of assessment methods related to syllabi • Test policy in place (Sec.) • Implementation of New Marking System (NMS) is completed 	<ul style="list-style-type: none"> • Common understanding of competences (including 8 Key competences) • More harmonization of assessment criteria 	<ul style="list-style-type: none"> • Common definition of competences • Systematic moderation required • More harmonization among the language sections • Cross-section approach to moderation • Exchange of experience (NMS) • Discussions on how to implement the 8 key competences
	<ul style="list-style-type: none"> • Little evidence of pupil self-evaluation 	<ul style="list-style-type: none"> • More focus on pupil self and peer evaluation • Pupils challenge and support each other to achieve their best 	<ul style="list-style-type: none"> • Use of the portfolio (or learning diary etc.) as another (real) tool for assessment • More self-evaluation and peer-evaluation by the students (methods, strategies, etc.)

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
Support	<ul style="list-style-type: none"> • Recommendations of evaluation report adapted • Good immersion programmes for SWALS students • Good support strategies in operation 	<ul style="list-style-type: none"> • Clear guidelines - definition of roles, responsibilities and procedures • Adapt guidelines to new requirements 	<ul style="list-style-type: none"> • In-service training on school guidelines • Make ILP more accessible • Involve all teachers in the writing of ILPs • Clear definition of the role of the Educational Support Coordinator • Cooperation between coordinators, pedagogical team and direction • Implement recommendations
	<ul style="list-style-type: none"> • Harmonised procedures in place to identify pupils with special learning needs 	<ul style="list-style-type: none"> • Optimised procedures in place 	<ul style="list-style-type: none"> • Develop opportunities for gifted and talented pupils
	<ul style="list-style-type: none"> • Most students get the support they should at the correct level 	<ul style="list-style-type: none"> • Not only support in subject learning – also learning strategies, problem solving, etc. 	<ul style="list-style-type: none"> • More use of ICT in support lessons • Individual discussion for each student (e.g. on Pedagogical Day etc.)
	<ul style="list-style-type: none"> • Good number of support teachers 	<ul style="list-style-type: none"> • Pool of qualified support teachers 	<ul style="list-style-type: none"> • Create a database of qualified support teachers

	Where are we in 2021	Where do we want to be in 2023?	Actions to be taken
Quality and Assurance Development	<ul style="list-style-type: none"> Evaluation concept is developed 	<ul style="list-style-type: none"> Systematic approach to internal school evaluation Quality and assurance policy for non-teaching staff Common understanding of quality and self-evaluation 	<ul style="list-style-type: none"> Further develop the systematic approach to self-evaluation at the school level Introduction of quality and assurance policy for non-teaching staff
	<ul style="list-style-type: none"> Teacher self-evaluation supported by lesson observation by deputy directors 	<ul style="list-style-type: none"> Self-evaluation tools for staff are available 	<ul style="list-style-type: none"> More exchange/peer visits (regular meetings) Develop/collect self-evaluation tools for teachers
	<ul style="list-style-type: none"> Priorities at school level are defined (school development plan, including in-service training) 	<ul style="list-style-type: none"> Development plan and school policies known to all stakeholders Clear communication strategies 	<ul style="list-style-type: none"> In-service training on existing development plan, policies and templates (e.g. self-evaluation) Discussion about school priorities with all stakeholders
	<ul style="list-style-type: none"> New website ICT guidelines in place 	<ul style="list-style-type: none"> Up to date information on website 	<ul style="list-style-type: none"> Keep information on website up to date