

# LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES

## CURRICULUM STATEMENT

**Created: March 2023**

Next Review due: September 2023

This curriculum statement applies to all age ranges, including the EYFS.

### Aims

Our curriculum aims/intends to:

- enable all pupils to learn and develop their academic ability so that they achieve their potential at each stage of school life and are well-prepared for the next stage;
- enable pupils to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent thinkers and responsible, useful, confident and considerate members of the community;
- promote a positive attitude towards learning, so that pupils enjoy coming to school and develop a love of learning;
- create, maintain an exciting and stimulating learning environment where all pupils are encouraged to push themselves and take on challenges;
- provide all pupils with a safe learning environment;
- ensure that each pupil's education demonstrates continuity and progression;
- enable pupils to contribute positively within a culturally diverse society;
- enable all pupils to have respect for themselves and others and work cooperatively with others;
- recognise the crucial role which parents/carers play in their pupil's education and make every effort to encourage parental involvement in their educational process;
- help pupils develop respect for authority, for others, especially those who are different from themselves, and for the world around them;
- develop fundamental French and British values.

### Values

These curriculum aims are underpinned by the core principles of our School:

- Quality
- Excellence
- Wellbeing

This means that we will expect the best of every pupil, will encourage them to be curious and inquisitive and will provide a learning environment in which they will be able to develop to the absolute summit of their potential.

It also means that we will respond warmly and constructively to less able pupils and to those with special educational needs. We believe that such pupils contribute immeasurably to the life of a school, and we will nurture them to the best of our ability. In every aspect of the curriculum, we will promote the value of equality.

## Organisation and Planning

### French national curriculum

Pupils follow the French national curriculum from entry, with some pupils joining the British Section in Year 10 to study GCSE, IGCSE and A Levels.

In the French section, we follow the curriculum devised by French Ministry of Education (<https://eduscol.education.fr/74/j-enseigne>).

The pupils take the Diplôme National du Brevet at the end of 3<sup>ème</sup> (for further details: <https://eduscol.education.fr/748/diplome-national-du-brevet>) and the French *Baccalauréat* at the end of 6<sup>th</sup> form (for further details: <https://eduscol.education.fr/750/baccalaureat-general>);

All pupils have the opportunity to take English IGCSE at the end of 2<sup>de</sup>. Those in International Section can also take English Literature IGCSE.

### British Section

In the British Section, the curriculum is planned carefully, so that the intent, implementation and impact is evident, and there is coherence and progression at every stage. Schemes of work indicate which topics are to be taught each half term, and to which groups of pupils. These are reviewed annually.

Our schemes of work are based on the materials published by the different exam boards that we use for teaching GCSE, IGCSE and A Level course.

The curriculum plans and subject schemes of work outline the content of each course and makes the following links to the wider curriculum:

- Relationships and health education (primary schools);
- Relationships and sex education, and health education (secondary schools);
- Personal, social and health education.

## Assessment

At Lycée Français Charles de Gaulle de Londres we believe that accurate assessment is the basis of high-quality teaching, as it allows learning to be planned and taught appropriately to meet the needs of pupils so that all are helped, stretched and nurtured in the most effective way.

## Curriculum Review

Assessment is essential for the planning and development of the school programme. The Proviseur, Proviseurs Adjoints and primary school Directeurs (together “the Leaders”) ensure that the curriculum is effectively implemented throughout the school year.

The Leaders ensure that pupils' workload is reasonable and age appropriate. They support the teachers in the development and implementation of their plans, knowledge and expertise. The Conseil d'Etablissement/ conseil pédagogique/conseil des maîtres places the quality of education as a priority. In the British section, the Deputy Headmaster (Proviseur Adjoint in charge of the British Section) will actively and formally review the curriculum, its delivery and effectiveness at least once a year.

In the French section, the Proviseur, Proviseurs Adjoints and Directeurs will ensure that any changes in the curriculum defined by the French Ministry of Education are followed closely throughout the year.

## Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that the needs of pupils with SEND and/or disabilities are met and to ensure that there are no barriers to every pupil achieving.

Lessons will be planned to pay regard to the Protected Characteristics in line with our Accessibility Plan.

Teachers will also take account of the needs of pupils whose first language is not French. Additional lessons may be provided for pupils who require support with the French language.