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LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES

CURRICULUM POLICY

Introduction

The Lycée Français Charles de Gaulle de Londres is required to implement the principles and educational programmes of the French education system, defined by the French Department of Education.

This means the French national curriculum is compulsory, from *Petite Section* (nursery) to *Terminale* (equivalent Y13). All pupils follow the French national curriculum, except pupils who are in the British Section from Y10.

The curriculum at the Lycée Français Charles de Gaulle de Londres comprises all the planned activities which we organise in order to promote excellent learning and personal growth and development within our pupils. Our curriculum seeks to ensure that we as a school develop independence and responsibility in all of our pupils.

We ensure that all pupils have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing the knowledge and skills which will enable them to achieve their full potential.

The words we use to describe our curriculum are “stretch, enjoyment and academic rigour”. We seek to provide pupils with a rich knowledge of the best of what has been written, thought and said.

The basis of our curriculum focuses on knowledge progression.

Values

Our curriculum is the means by which we achieve our objectives of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling and useful lives. Our school curriculum is underpinned by our school values:

- 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.

We support the needs of all learners through careful scaffolding, questioning and assessment, including pupils with special educational needs. We believe that such pupils contribute immeasurably to the life of a school. In every aspect of the curriculum we promote the value of equality.

Aims

The aims of our school curriculum are:

- 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;
- to enable pupils to develop intellectually, emotionally, socially, physically, morally and artistically, so that they become independent thinkers and responsible, purposeful, confident and considerate members of the community;
- to promote a positive attitude towards learning, so that pupils enjoy coming to school and develop a love of learning;
- to create an exciting, stimulating and safe learning environment where all pupils are encouraged to challenge themselves;
- to ensure that each pupil's education is continuous and progressive;
- to enable pupils to contribute positively within a culturally diverse society;
- to enable all pupils to have respect for themselves and others and work cooperatively;
- to recognise the crucial role which parents/carers play in their child's education and make every effort to encourage parental involvement;
- to help pupils develop respect for those in authority and for their peers;
- to promote Fundamental French and British Values.

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 will plan lessons so that pupils with SEND and/or disabilities can study without barriers to 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.

The Curriculum

I. École maternelle, École Élémentaire, Collège (équivalent Y7 to Y10) and Lycée (équivalent Y11 to Y13) – French national curriculum

A. École maternelle and École Élémentaire

1. École Maternelle (Cycle 1) – English intensive bilingual stream (*filière bilingue anglais renforcé*)

The *École Maternelle* programme organises teaching into five areas of learning:

- Mobilising language in all its dimensions
- Acting, expressing oneself, understanding through physical activity
- Acting, expressing oneself, understanding through artistic activities
- Building the first tools for structuring one's thoughts
- Exploring the world

Each of these five areas is essential to the pupil's development and must be timetabled.

Pupils study the French national curriculum. The EYFS at Lycée Français Charles de Gaulle de Londres is exempt from the learning and development requirements.

The French Primary programmes for cycle 1 can be consulted here: <https://eduscol.education.fr/document/20062/download>

In addition to studying the French national curriculum for cycle 1, *maternelle* pupils in the intensive English bilingual stream have an additional 3 hours English lessons per week.

2. *Ecole élémentaire (Cycle 2 et 3) - English intensive bilingual stream (filière bilingue anglais renforcé)*

ENSEIGNEMENTS OBLIGATOIRES	HORAIRES HEBDOMADAIRES		
	CP	CE1 et CE2	CM1 et CM2
Éducation physique & sportive	3 heures	3 heures	3 heures
Arts plastiques + éducation musicale	2 heures	2 heures	2 heures
Français	10 heures	10 heures	8 heures
Questionner le monde (CP-CE2) Histoire-Géographie, sciences-Technologie (CM1-CM2) et Education Morale et Civique	3 heures	2 heures (plus 1h en anglais)	4 heures (plus 1h en anglais)
Langue vivante 1 (anglais)	3 heures	4 heures (dont 1h de DNL)	4 heures (dont 1h de DNL)
Mathématiques	5 heures	5 heures	5 heures
Total	26 heures	26 heures	26 heures

The French Primary programmes for cycles 2 and 3 can be consulted here: https://eduscol.education.fr/84/j-enseigne-au-cycle-2?menu_id=69 (cycle 2) and here https://eduscol.education.fr/87/j-enseigne-au-cycle-3?menu_id=72 (cycle 3) respectively.

Pupils first begin to read in French, and then in English.

In addition to studying the French national curriculum for cycle 2 or 3 (as applicable), *école élémentaire* pupils in the intensive English bilingual stream have an additional 3 to 5 hours English lessons per week depending on the age of the pupil and their needs.

3. Specific arrangements - 50/50 Bilingual Stream – Ecole de Wix and Marie d’Orliac

Each of Ecole de Wix and Ecole Marie d’Orliac propose two different streams with two different curricula: the intensive English bilingual stream (see 1 and 2 above), and the 50/50 bilingual Stream, as further described below.

(a) 50/50 Bilingual Stream - Ecole de Wix

The 50/50 bilingual curriculum at Ecole de Wix was created in 2007.

The 50/50 Bilingual curriculum coverage: The 50/50 bilingual curriculum has been designed in conjunction with Belleville Wix Academy, to ensure that all national curriculum objectives, on the part of both the British and French governments, are covered by the end of the relevant key stage.

We have planned, agreed and shared programmes of subject coverage for Maths, History, Geography, Science and PSHCE. Reading, writing and comprehension in French and English are taught discretely, but co-teachers ensure that they reference what has been learned in the other language, where this is to the benefit of pupils' developing knowledge and skills in both. Specific examples are in grammar, shared vocabulary and etymology, and understanding similarities and differences in syntax.

RE and wider, non-academic subjects are also taught separately, whilst the schools keep one another informed of what is being covered in order to make the most of cross-curricula links and to avoid repetition for the pupils.

Differing national age-related expectations: As age-related expectations of formal academic attainment have been raised in recent years under the English National Curriculum for young pupils, academically they have been softened under the French National Curriculum for 'maternelle' (equivalent to Reception and Year 1). Whilst pupils are taught in English to read using phonics and to write as part of their Early Years learning, this is not replicated in the French National Curriculum. The French pedagogical approach is that more time is explicitly spent in these first years of schooling preparing pupils for their formal learning. This is achieved by focusing on developing pupils' learning attitudes and behaviours, socialisation, and providing structured learning opportunities using manipulatives and via play. These approaches are adopted in part to feed into developing a strong base of oral language acquisition.

How we cater for differing national expectations: BWA and Ecole de Wix adhere to their national requirements. Therefore, pupils learn to read and write in English first (from Reception) and start to read and write formally in French typically in Year 2. Our experience would indicate that staggering the teaching of reading and writing works to the benefit of the vast majority of our pupils. French and English national attainment expectations begin to ally more systematically by the time pupils enter Key Stage 2 (Years 3 to 6), although key approaches to learning can remain culturally different.

Pupil assessments: Both schools continually assess the pupils' progress and attainment in order to ensure that pupils achieve and succeed to the best of their abilities. This data is shared between the class teachers, to ensure a rounded profile of each pupil's development. However, all pupils are also prepared for, and sit, all national tests, whether formally or informally, under both systems. This is part of our bicultural approach, where all pupils are exposed to all English and French learning experiences and expectations.

Weekly coverage by subject		
Stage	French Week (EdW)	English Week (BWA)
MS (Cycle 1) RB (EYFS)	Mobiliser le langage dans toutes ses dimensions : 12h à 15h Agir, s'exprimer, comprendre à travers l'activité physique : 3h Agir, s'exprimer, comprendre à travers les activités artistiques : 2h à 3h Construire les premiers outils pour structurer sa pensée : 3h à 5h Explorer le monde : 2h à 3h	Literacy: 7h Maths: 5h Music: 1h PE: 1h Communication & Language, Personal Social Emotional Development, Physical Development, Understanding the World, Expressive Art & Design: 8hours
GS (Cycle 1) 1B (KS1)	Mobiliser le langage dans toutes ses dimensions : 12h à 15h Agir, s'exprimer, comprendre à travers l'activité physique : 3h Agir, s'exprimer, comprendre à travers les activités artistiques : 2h à 3h Construire les premiers outils pour structurer sa pensée : 3h à 5h Explorer le monde : 2h à 3h	Maths: 6h English: 10h Science: 1h30 History/Geography: 1h30 RE/PSHE: 1h PE: 1h Music: 1h Art: Taught in days, equivalent to 40 minutes a week
CP (Cycle 2) 2B (KS1)	Français : 12h à 13h « Questionner le monde » + Mathématiques : 5h à 6h Éducation physique et sportive : 2h30 à 3h30 Arts plastiques + éducation musicale : 1h30 à 2h30 Education Morale et Civique" : 3h à 4h	Maths: 7h English: 9h30m Science: 2h History/Geography: 1h (alternate each half term) RE/PSHE: 1h (alternate each half term) PE: 1h Music: 1h Art: Taught in days, equivalent to 40 minutes a week

<p>CE1 (Cycle 2) 3B (KS2)</p>	<p>Français : 12h à 13h « Questionner le monde » + Mathématiques : 5h à 6h Éducation physique et sportive : 2h30 à 3h30 Arts plastiques + éducation musicale : 1h30 à 2h30 Education Morale et Civique" : 3h à 4h</p>	<p>Maths: 6h30m English: 10h30m Science: 2h History/Geography: 1h (alternate each half term) RE/PSHE: 1h (alternate each half term) PE: 1h Music: 1h Art: Taught in days, equivalent to 40 minutes a week</p>
<p>CE2 (Cycle 2) 4B (KS2)</p>	<p>Français : 12h à 13h « Questionner le monde » + Mathématiques : 5h à 6h Éducation physique et sportive : 2h30 à 3h30 Arts plastiques + éducation musicale : 1h30 à 2h30 Education Morale et Civique" : 3h à 4h</p>	<p>Maths: 6h30m English: 10h30m Science: 2h History/Geography: 1h (alternate each half term) RE/PSHE: 1h (alternate each half term) PE: 1h Music: 1h Art: Taught in days, equivalent to 40 minutes a week</p>
<p>CM1 (Cycle 3) 5B (KS2)</p>	<p>Français : 9h à 11h Mathématiques : 5h à 6h Éducation physique et sportive : 2h à 3h Arts plastiques + éducation musicale : 2h Histoire-Géographie : 3h Sciences-Technologie : 2h Education Morale et Civique" : 1h à 1h30</p>	<p>Maths: 6h30m English: 10h30m Science: 2h History/Geography: 1h (alternate each half term) RE/PSHE: 1h (alternate each half term) PE: 1h Music: 1h Art: Taught in days, equivalent to 40 minutes a week</p>
<p>CM2 (Cycle 3) 6B (KS2)</p>	<p>Français : 9h à 11h Mathématiques : 5h à 6h Éducation physique et sportive : 2h à 3h Arts plastiques + éducation musicale : 2h Histoire-Géographie : 3h Sciences-Technologie : 2h Education Morale et Civique" : 1h à 1h30</p>	<p>Maths: 6h30m English: 10h30m Science: 2h History/Geography: 1h (alternate each half term) RE/PSHE: 1h (alternate each half term) PE: 1h Music: 1h Art: Taught in days, equivalent to 40 minutes a week</p>

(b) 50/50 bilingual stream - Ecole Marie d'Orliac

It is our belief that pupils enrolled via the Bilingual programme are fully immersed in both languages. We have a strong belief that one system is not better than the other. A shared approach means our staff are open minded and keen to learn from each other and new ways of working. The desire to choose the best from each system and intertwine into our joint curriculum and pedagogy means that what we offer is bespoke and collaborative.

By giving pupils a unique experience that values the best of our two school systems, our two cultures, we want to instill a spirit of exchange and openness to the world. We want every pupil to question established patterns and the status quo, reflect on their role within their community, and engage on a path of enlightened citizenship. We want our pupils to be proud of their journey at The Fulham Bilingual and become ambassadors of the world.

How are the classes split?

- There are two classes per year group: Class A and Class B
- Each class has a maximum of 28 pupils
- Each class has an equal split of pupils enrolled via the Lycée Français Charles de Gaulle de Londres and those enrolled via Holy Cross (14 pupils each)
- We use the information given to us about your family to ensure the two classes are well balanced

What are the logistics?

A shared approach:

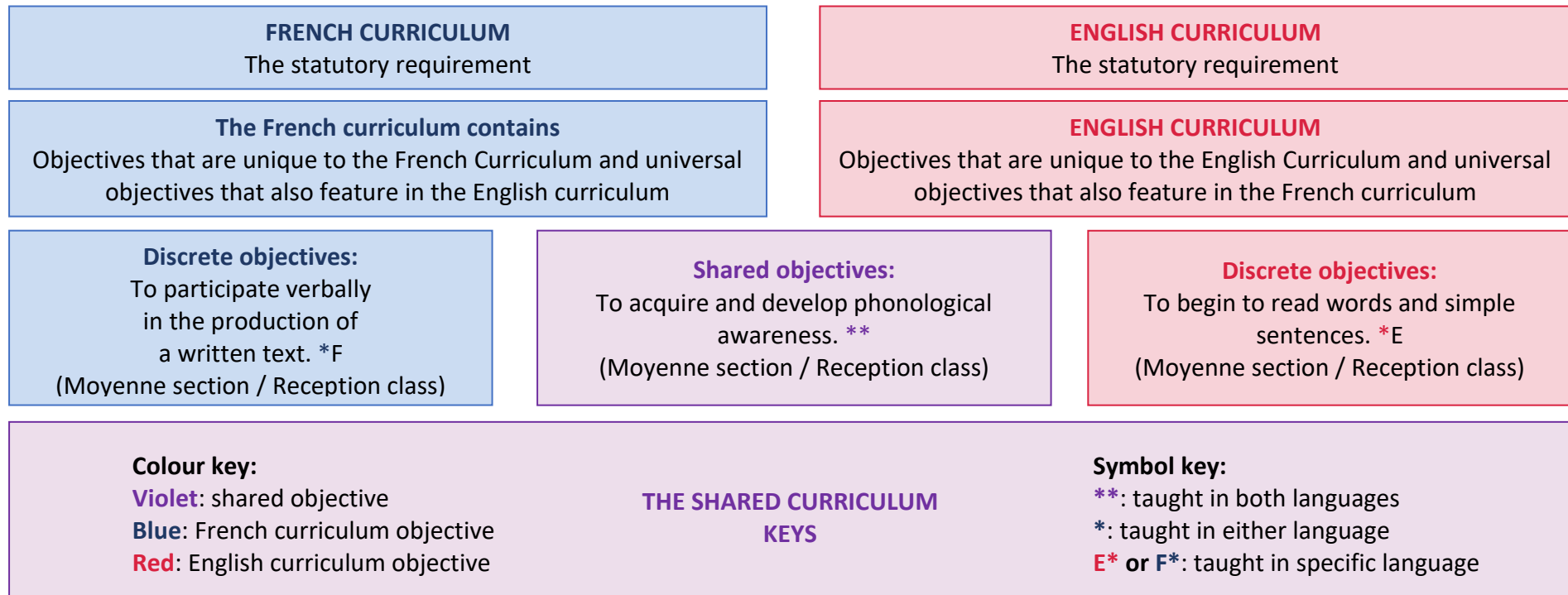
- At The Bilingual, the pupils will learn a shared curriculum
- Teachers will plan together each week
- Teachers will have joint parent- teacher meetings
- Events at the school are always shared
- Some policies such as Behaviour are shared

An independent approach:

- Holy Cross Bilingual is led by Ms Grace and the Lycée Français Charles de Gaulle Bilingual is led by Mr Briquet
- We approach how we assess the pupils in a different way

- We are governed by different powers
- Some policies such as Attendance are different
- If your pupil has SEN, the support will be directed by the two school partners

A SHARED APPROACH



We follow a shared curriculum based on both the English and French national curriculums. This is colour coded and enables staff to identify shared objectives and those which must be taught in each language discreetly.

Each week, year group partners have PPA (planning, preparation and assessment). This is time out of class to work together, ensuring there is a shared, collaborative approach to the class and not teaching the two curriculums parallel. This shared approach also enables the teachers to plan and teach the whole curriculum throughout the year. For non-core subjects (Humanities, Science and the Arts) class teachers create shared topics and trips with the assistance of specialist teachers.

We teach the following subjects:

- English and French
- Maths
- Discovering the world (Humanities, Science, DT and Computing)
- The Arts (Music, Art and Drama)
- PE

Shared, core beliefs:

- we believe in pair, group work and independent learning;
- we believe that learning should be fun and provide pupils with real-life contexts;
- we believe that every pupil should feel challenged yet supported in each lesson;
- staff should be aware of teaching different learning styles;
- we believe in talking through ideas, hence why Bilingual classrooms can be noisy!
- we firmly believe that there is not a French or an English way of doing things; we take the best from both curriculums to create shared best practice. This means our pupils become open-minded and resilient learners.

CLEARING UP THE CONFUSION

- In England, the national curriculum is organised into blocks of years called 'key stages' (KS). Schools are organised the following way:

Early Years Foundation Stage (EYFS)	Ages 3-5	Class names: Nursery and Reception
Key Stage 1	Ages 5-7	Class names: Year 1 and Year 2
Key Stage 2	Ages 7-11	Class names: Year 3, 4, 5, and 6

- In France the curriculum is arranged in cycles:

Maternelle	Ages 3-6	Class names: PS, MS, GS
Cycle 2	Ages 6-8	Class names: CP, CE1, CE2
Cycle 3	Ages 8-11	Class names: CM1, CM2, 6ième (secondary)

- So what does it look like in the Bilingual? The school uses the French class names and cycles:

Cycle	School's name of class	English equivalent
Maternelle	MS-GS	Reception & Year 1
Cycle 2	CP, CE1, CE2	Year 2,3,4
Cycle 3	CM1, CM2	Year 5 & 6

B. Collège (Y7 to Y10)

The time schedule for collège pupils, showing compulsory subjects and the number of hours taught per week, is as follows:

ENSEIGNEMENTS OBLIGATOIRES	HORAIRES HEBDOMADAIRES							
	Sixième plurilingue	Sixième internationale	Cinquième plurilingue	Cinquième internationale	Quatrième plurilingue	Quatrième internationale	Troisième plurilingue	Troisième internationale
Éducation physique et sportive	4 heures		3 heures		3 heures		3 heures	
Arts plastiques + éducation musicale	1 heure	1 heure	1 heure		1 heure		1 heure	
Français	4,5 heures		4,5 heures		4,5 heures	4,5 heures	5 heures	
Histoire - Géographie Enseignement moral et civique	3 heures	2 heures en français + 2 heures en anglais	3 heures	2 heures en français + 2 heures en anglais	3,5 heures	2 heures en français + 2 heures en anglais	3,5 heures	2 heures en français + 2 heures en anglais
Langue vivante 1 (anglais)	4 heures	6 heures	4 heures	6 heures	4 heures	6 heures	4 heures	6 heures
Langue vivante 2	3 heures		3 heures		3 heures		3 heures	
Mathématiques	4,5 heures		3,5 heures	3,5 heures	3,5 heures		3,5 heures	
Sciences	2 heures							
SVT			1,5 heure		1,5 heure	1,5 heure	1,5 heure	
Physique-chimie			1,5 heure		1,5 heure	1,5 heure	2 heures	
Technologie							1 heure	
EPI			0.5 heure (initiation Latin grec)					
Total	26 heures	26 heures	25,5 heures (***)	28,5 heures (***)	25,5 heures	28 heures		
ENSEIGNEMENTS FACULTATIFS	HORAIRES HEBDOMADAIRES							
Langues et cultures européennes					2 heures		2 heures	
Langues et cultures de l'Antiquité					2 heures	2 heures	2 heures	2 heures
Langues de complément					2 heures		2 heures	
Chant choral	72 heures annuelles, dont au moins une heure hebdomadaire							
Orchestre	72 heures annuelles, dont au moins une heure hebdomadaire							
Français Langue scolarisation	Au moins une heure hebdomadaire							

For further information on the *collège* curriculum: <https://eduscol.education.fr/90/j-enseigne-au-cycle-4>. At the end of *collège*, our pupils take the DNB exam (diplôme national du brevet) if they are in the Plurilingue Section, or the DNBI exam if they are in the International Section. For further information on the DNB and DNBI: https://eduscol.education.fr/748/diplome-national-du-brevet?menu_id=892

C. Lycée (Y11 to Y13)

After *collège*, pupils progress to the *lycée*, in *Seconde générale*. The time schedule for *seconde* pupils is as follows:

Tableau des horaires des enseignements en Seconde générale		
Enseignements	2de plurilingue	2de internationale
Enseignements communs		
Français	4 h	
Histoire-géographie	3 heures	2 heures en français + 2 heures en anglais
Anglais	4h	6h
LVB	3h	
Sciences économiques et sociales	1 h 30	
Mathématiques	4 h	
Physique-chimie	3 h	
Sciences de la vie et de la Terre	1 h 30	
Éducation physique et sportive	2 h	
Enseignement moral et civique	18 h annuelles	
Sciences numériques et technologie	1 h 30	
Accompagnement personnalisé	1h	
Enseignements optionnels		
Langues et cultures de l'Antiquité : latin	3 h	
Langues et cultures de l'Antiquité : grec	3 h	
Langue vivante C	3 h	
Arts : arts plastiques ou cinéma-audiovisuel ou musique ou théâtre	3 h	
Sciences et laboratoire	1 h 30	

For further information on *Seconde* curriculum: Please visit <https://eduscol.education.fr/92/j-enseigne-au-lycee-generaltechnologique>

At the end of *Seconde*, pupils can take the Cambridge IGCSE First Language English (0500) exam. Those in the International Section can also take the Cambridge IGCSE Literature in English (0475) exam.

The French curriculum ends with *Première* (equivalent Y12) and *Terminale* (equivalent Y13). You can find [here](#) information about curriculum and timetable in *Première* and *Terminale*, as well as information about the *Baccalauréat*.

At the end of *lycée* (equivalent 6th form), our pupils take the French *Baccalauréat* exam, if they are in the *Plurilingue* Section. Those following the *Baccalauréat Français international* (BFI) curriculum take the BFI exam. For further information on BFI: see [here](#)

II. British Section – Y10 to Y13

From year 10, pupils have the opportunity to transfer to or enter the British Section to study a purely British curriculum consisting of a range of GCSE, IGCSE and A Level courses.

The options are:

GCSE / IGCSE		A Level	
Arabic	German	Fine art	Geography
Biology	History	Art history	German
Chemistry	Italian	Biology	History
English Language	Latin	Chemistry	Italian
English Literature	Maths	Economics	Mathematics
Fine art	Physics	English Literature	Physics
French	Russian	French	Politics
Geography		Further mathematics	Spanish

In addition, we teach a programme of PSHE and RSHE.

Through the curriculum, we aim to equip pupils with the knowledge, skills and attitudes, which will enable them to:

- be creative, imaginative thinkers;
- be problem solvers;
- be unafraid of making mistakes;
- challenge themselves to do even better;
- be enquiring and able to ask good questions;
- understand their own and others' emotions and feelings;
- form their own views and be able to articulate them;
- be wholly respectful towards others who are different and/or have different views;
- possess a wide and deep knowledge of the “grammar” of the subjects they study;
- become avid readers;
- have a sound knowledge of what it means to be British and the diverse nature of modern Britain;
- avoid being taken in by spurious arguments;
- be able to act appropriately in a range of “risky” situations;
- develop confidence;
- develop a good sense of humour and a sense of perspective;
- work as part of a team where necessary;
- be aware of how to live a healthy lifestyle;
- enjoy positive relationships with others;
- know the difference between right and wrong;
- know how to care for the environment;

The above is not an exhaustive checklist but sets out our priorities for our pupils' academic, personal and social development.

Organisation and Planning – 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.

Curriculum Monitoring and Review – British Section

The quality of teaching is monitored by the Deputy Head responsible for leading the British Section. This takes the form of lesson observations, learning walks, monitoring planning and department meetings.

Curriculum Monitoring and Review – French curriculum

The *conseil pédagogique* (pedagogical council):

- Is consulted on:
 - the organisation and coordination of teaching;
 - the coordination of pupil assessment and monitoring continuous assessment;
 - the arrangements for transition between key stages;
 - procedural changes.
- Formulates proposals concerning the nature of the learning support for the pupils, which the Proviseur then shares with the *conseil d'établissement*. These proposals relate to meeting the needs of all pupils, including those with SEND.
- Prepares, in liaison with the teaching teams and, where appropriate, with the school-collège council, the pedagogical part of the school plan (*projet d'établissement*), with a view to its adoption by *conseil d'établissement*
- Contributes to the pedagogical organisation of cycles, including the monitoring and evaluation of their implementation and review the school assessment arrangements each year for the *cycle terminal* (Y12 and Y13).

Assessment

At The Lycée Français Charles de Gaulle de Londres we believe that accurate assessment is the basis of high quality education, as this enables 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.

The assessment of pupils' learning achievements aims to improve the effectiveness of learning by enabling each pupil to identify their achievements and difficulties in order to make progress. Assessment methods favour positive, simple and clear assessment, which values progress, supports motivation and encourages pupils' initiatives:

- From year 7 to year 10: pupils are assessed on the basis of the knowledge and competences according to a reference scale with four steps (D = insufficient, C= working towards, B= satisfactory and A = accomplished).
- From year 11 to year 13: grading system is based on an assessment scale out of 20 points.

Each pupil can then apply himself/herself to progress serenely. Parents/carers are regularly informed of their pupils' progress. Formal evaluations are carried out each term and the situation of each pupil is formally analysed *conseils de classe* (meetings of the teaching team). In secondary school, *conseils de classe* (class councils) are responsible for monitoring and evaluating the pupil's achievements. They also answer pedagogical questions concerning the class. Each class council is composed of members of the school staff, pupils and parents representatives. It meets at least three times a year. It makes proposals concerning pupils' course guidance. These formal meetings can thus allow the pupil, their parents/carers and the teaching staff to make supportive suggestions to help each pupil's progress.

Parents-teachers meetings days occur at least twice a year. Individual parents-teachers meetings can happen anytime throughout the school year.

Support

Pupils in *sixième* (year 7) who have difficulties in mastering the French language, particularly those arriving from English schools, can benefit from a weekly hour of French as a language of instruction.

In *collège* (year 7 to year 10), pupils can benefit from support in the scientific or literary fields.

Pupils in *seconde* all have the opportunity of one hour's individual support in mathematics and/or French.

In *Première* (year 12) and *Terminale* (year 13), subject-specific support is organised according to need.

This policy is reviewed annually according to the official texts.