



# Junior Academic Organisation, Classes 9 to 6

## 1. Objectives

The Junior Academic Programme allows students from all over the world to receive a bilingual French-English education, which, through the acquisition of solid foundational knowledge and skills, prepares learners for a successful secondary and later higher education.

## 2. Programmes

The content of the programmes is based on the following national programmes: programmes de l'Education Nationale française for courses given in French, the National Curriculum for England and Wales for courses given in English. Adjustments to the programme are made in order to reflect the international character of our school.

These programmes are complemented by the study of themes inspired by the IPC (International Primary Curriculum) according to the following principles: one theme per term incorporated simultaneously into several subjects; themes studied in our two languages and in accordance with the ways of thinking and learning approaches of both cultures, focus on research and inquiry skills and on brain friendly learning; special events (for example, an "Entry Point" and an "Exit point" by theme) which are enjoyable key moments for the pupils.

## 3. Academic Structure

- **Courses are taught by French or English speaking teachers** who are highly qualified and experimented within an international environment; they only teach in their own mother tongue. They follow very regular training sessions to keep updated practices.
- **The students are divided into 4 year groups** or grade levels called "classes": classes 9, 8, and 7 (representing the 3 final primary years) and class 6 (first year secondary). Classes 9 and 8 make up one class grouped into two academic levels.
- **French and English lessons are taught by level, from beginner to mother tongue**; these groups may be made up of students from two consecutive year groups in order to create a more homogeneous level.
- **The other lessons:** Mathematics, Science, History, Geography, IT (information technology and communication), Music, Art and PSHE (Personal, Social and Health Education), are taught by year group.
- **In class 9 and 8**, the majority of subjects are taught in French; Geography and PSHE are taught in English. **In class 7**, the students can opt for Maths in French or in English; Science, IT and PSHE are taught in English; History, Geography and Art in French. **In class 6**, the students may opt for the following in French or English – Mathematics, Science, History and Geography - but they must study in the two languages; IT, Music, Art and PSHE are divided into English or French.

- **In order to assist beginners in one of the two languages, different measures are in place:** parallel courses adapted to the linguistic level, differentiation in the classroom – for example, work and grading are adapted - classroom assistants, extra lessons in the beginner language and, if necessary, private lessons.
- **Study in the mother tongue – if this is not French or English – is strongly recommended** as it is an essential part of the child's linguistic development. These are given as private lessons.
- **The Junior choir and music classes** are part of the Junior timetable. The study of a musical instrument, chosen from a vast range on offer, is strongly encouraged.
- **Daily PE classes offer a balanced and varied programme adapted to the physical development of the child;** individual and team sports are rotated by term with students being grouped according to level, age and, depending on the sport, gender. In Gstaad, three afternoons are dedicated to skiing; students also alternate between a session of ice hockey/skating or swimming one afternoon per week and they are given a flavour of various other winter sports.

## 4. Assessment of students

**Assessment of students is continuous, in class and through homework produced during study time.** Regular reports are generated in two complementary ways:

- school reports are sent to parents five times per year (October, December, March, May, June). The school report includes attitude-effort grades and teachers' comments for each subject. In addition, at the end of each term, grades out of 7 reflect the level reached in each subject.
- around every three weeks, students are assessed on their attitude and effort in French, English and Mathematics. This interim information is used solely within the boarding house; according to their results, students are awarded various privilege-linked distinctions from "green star" to "red triangle" and provided with extra support where necessary. These grades ensure regular monitoring of our students' progress.

## 5. Role of the boarding house in the academic structure

- **A 45-minute daily study hall period** is supervised by a teacher.
- **Outside the 45-minute study hall period, students are always permitted extra study during free time after study hall,** after dinner, on Wednesday afternoons and at weekends. Boarding house teachers organize extra study time according to need.
- **Bicultural and bilingual practices** at the heart of the academic programme are also re-inforced on a daily basis in the boarding house.
- **Boarding house activities,** particularly weekend events, also complement the termly themes.
- **Creative workshops twice per week** before dinner offer students further possibilities to develop all their talents: theatre, editing a newspaper, cookery and handicrafts, etc.