Ecole Montessori Bilingue de Saint-Cloud

BROCHURE 2027

"Help me to do it myself"
Maria Montessori

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OUR SCHOOL VALUES

The Ecole Montessori Bilingue de Saint-Cloud (EMB) was founded by Anne Bickert (1929-2006) in 1972 as a **Montessori nursery school**, with the Primary Section added in 1986.

Profoundly affected by her experience of World War II, Anne Bickert prioritized **respect** and **openness towards others** as the foundational pillars of her pedagogical vision for the school.

EMB has a unique approach and operates **completely independently**. We subscribe fully to the philosophy espoused by Maria Montessori, the 20th century Italian educator and physician whose work has become renowned the world over; however, some aspects of the school's approach are entirely our own - namely, those ideas and practices that have evolved through 45 years of working together as a team of educators devoted to the success and development of our students.

A Montessori "School of Respect"

Fundamentally attached to the idea of respect for her fellow man, Anne Bickert was drawn naturally to Montessori's pedagogy when she first created the school in 1972.

The idea that adults should treat children with respect is one of Maria Montessori's most important contributions. The teacher is not a "master" but rather a "guide" who leads the child towards independence and autonomy by respecting the child's natural learning rhythm. This notion is well-illustrated by the Montessorian adage "Help me to do it myself".

Respecting a child's autonomy is not to be confused with letting a child run wild. In a Montessori school, **children learn to respect the rules laid out for them by adults** in a secure and structured environment. Using a "firm but fair" approach, teachers guide students towards an understanding of and appreciation for classroom rules.

Fostering respect between a child and his classmates is another priority of our teaching team. As a social arena, our school offers children the keys to resolve their own conflicts through communication and discussion, without recourse to violence.

Many Montessori schools operate independently and **can choose to become a member with various associations** that carry on the tradition of Maria Montessori's work.

We have chosen to belong to the Association Montessori de France (AMF) in our Pre-School Section, where we use materials developed by Maria Montessori and follow the traditional Montessori class structure of multi-age mixed groups. In the Primary Section, we follow our own path, deeply inspired by the methods of Maria Montessori, but using our own materials and

classroom structure.

Openness and Bilingualism

Originally associated with an educational facility for adults learning French as a second language, our school has welcomed French and non-French students alike since our founding in 1972. This **multicultural environment** offers non-French students a progressive integration into the French school system. Daily interaction with French classmates and an immersive classroom experience facilitates their learning of the French language.

Non-French students also enrich the lives and learning of our French students by bringing their language and experience to school each day. Indeed, this **remarkably fruitful co-existence** benefits all students on both linguistic and social lines. From a young age, students at our school develop an acceptance of difference and a respect for other cultures that stays with them their whole lives.

It is in this spirit of openness that the school introduces early on the teaching and **learning of English as a second language** for our French students, starting in the first year of Pre-School (maternelle). As English has shown itself to be an increasingly important language globally, the bilingual character of our school has been reinforced and prioritized accordingly over the years, though French remains the school's first and principal language in both practice and spirit.

Bearing an incredibly rich culture as well as universal values, the French language represents **a tremendous heritage that the school prides itself on promoting** and sharing with others. The mastery of both oral and written French is an essential component of our school's approach and vision.

An Independent, Secular Private School

Our school shares many values with France's public schools: freedom, respect for diversity, and secularism. At the same time, we diverge strongly in some of our methods and pedagogical approaches (e.g., small class sizes, active learning, a greater emphasis on English language learning). For this reason, **we have chosen to operate without government subsidies as an independent ("hors-contrat") institution**. As such, the school can operate in its own way while guaranteeing that the content of the common core curriculum in the Primary Section meets or exceeds the expected outcomes (e.g., knowledge and skills) outlined by France's Ministry of Education.

The Pre-School Section:
From 2.5 to 5 Years Old

A GLANCE AT THE MONTESSORI METHOD

Maria Montessori (1870 – 1952)

As the first Italian female doctor of medicine, Maria Montessori devoted herself to the education of children considered at the time as 'mentally retarded'. She then extended her pedagogical experience to include other children, and founded a school in Rome in 1907. Around this time, she formulated an approach or "method" which was soon adopted in many countries with great success.

«Help me to do it myself»

This saying contains the essential wisdom of the Montessori method. It also summarizes our primary objective in a few words: **Help children develop and use their autonomy**.

Respect for the child's own learning rhythms, mastery of his/her body and its place in the environment, education of the senses and of the mind *through* the senses, self-control and respect for others, freedom of choice in one's work: this is the approach in broad strokes.

Within this framework, each Montessori School can function differently according to its own individual criteria and pedagogical choices.

OUR PEDAGOGICAL APPROACH

The atmosphere in which a child grows and learns during the **Pre-School** years will set the stage for his or her future academic and social life. The Montessori Pre-School is an environment that responds to children's emotional, social and educational needs; it is a lively place where children can move freely, choose the materials with which they will work, and learn on their own or in small groups.

GUIDING THE CHILD TOWARDS AUTONOMY

The "Sensitive Periods"

These are important but brief periods of particular sensitivity in the child at different stages of his or her development. They are **short-lived** and limited to pre-determined areas of learning such as language, order and organization, and coordination of movement (which forms the basis for writing). Once these periods have passed, the natural sensitivity that goes with them disappears. For this reason, it is to the the child's great advantage that he or she has the opportunity to acquire the right skills at the right time, so to speak.

The importance of these periods naturally leads a Montessori teacher to respect the child's choice of work. At school, the student works creatively, conducting research that leads to personal discovery; only in this way can new knowledge and skills be firmly acquired.

How the Pre-School Class Works

Children are free to choose their own work and can complete it at their own pace, guided by an attentive teacher who is always available to help.

Learning activities take place according to a flexible schedule and our small class sizes allow teachers to give every child special attention to support them in their learning.

N.B. – Do not confuse this freedom of choice with an undisciplined free-for-all. It is rare to find a classroom more orderly and organized than a Montessori one.

SOCIALIZING THE CHILD

An individual's freedom is limited only by the interests of the group.

Discipline

To be disciplined is first of all to be capable of mastering oneself, then mastering one's everyday social relations in order to adapt to each rule of social life.

At the beginning of the school year a rigorous presentation defines the fundamental rules of community life in such a way that the child understands clearly the limits. These rules are repeated gently and with persistence through the year.

Order and discipline are necessary for the child to feel secure, and clearly-defined limits help set a framework within which the child feels comfortable to grow and develop.

Class Sizes and Organization

Each class consists of between 12 and 15 students from ages two and a half to five years. The older children are happy to help the younger ones and lead by example as models of good behaviour.

Older children who help younger ones are at no risk of slowing down their own learning. On the contrary, by helping, they can perfect their own skills and knowledge sets, analyze them, deepen them, or re-apply them. It is in this atmosphere of support and mutual understanding that a child discovers the true pleasure of learning.

THE MONTESSORI MATERIALS

Montessori materials, to which one should not reduce the entire methodology, are an indispensable **component** of the educational approach.

PRACTICAL LIFE

The use of “practical life materials” before other Montessori materials helps to develop the child’s gross and fine motor skills: repeating certain actions with persistence lead to good muscular coordination and a flexibility of movement (especially that of the wrist, which helps with writing later on).

For example, a child might practice an activity that he or she has seen an adult do before. Building on his or her observations, the activity is not altogether new: washing a table, polishing shoes, cleaning brass, sweeping, etc. The goal of these exercises is not necessarily to master a certain practical activity in itself, but to develop in the child (in addition to manual dexterity) a sense of organisation (e.g., the materials necessary for the activity must have been prepared carefully and methodically), as well as the concentration required to see a task to its completion.

A child who has acquired self-discipline and self-confidence in daily life activities is ready to begin using the Montessori sensorial materials.

SENSORIAL MATERIALS

The sensorial materials are often those that first interest the child, followed by numbers and letters. These materials are made up of several objects and games aimed at exercising and developing the faculties which are still in the latent state in the child.

These objects, which stimulate the sensory development that corresponds to the child’s needs at this age, also provide a solid base for his or her intellectual development. The aim is not to lead the child to use the materials without error - at that point, the exercise would no longer serve a purpose. Rather, the importance of this type of exercise is **self-correction**.

The young child trains him or herself to recognize and appreciate shapes, colours, sounds, textures, smells, volumes, and weights. He or she learns to differentiate, classify, recognize, and match the information to previously-acquired knowledge sets.

The teaching materials, which are always organized according to a gradual progression, make **self-teaching** possible by keeping the attention of the child who **works on his or her own**.

The child works to perfect his or her work by repeating the exercises - during which time **the teacher typically does not intervene.**

Example: One of the earliest materials consists of a series of cylindrical block insets. Each set consists of 10 small cylinders whose diameter differs gradually by 2 mm. The exercise is to take out the cylinders, mix them up and put them back in order. The aim is to train the eye to see the different dimensions. To start, the child works by trial and error: her natural curiosity leads her to try all the possible combinations. Then, she begins to observe the relationship between the dimension of the hole and that of the object to be inserted. If she makes a mistake by trying to put too large an object in too small a hole, her next try will be the opposite - a cylinder that is too small in the hole that is too big. If she persists after this initial mistake, at the end of the exercise the narrowest hole will be empty and the biggest cylinder will be on the table; but the child can now see her mistake and correct accordingly.

The description of this activity gives a brief idea of one psycho-sensorial exercise among the many available to the child. From concrete exercises such as this the child moves on to abstraction. The teacher intervenes to guide the child in her research and leads her to transform a sensory exercise into an intellectual exercise - all on her own.

It should also be noted that most of the sensorial materials are designed with an indirect preparation for future learning in mind. For example, the small knobs by which the child must hold to many materials will lead her naturally to the correct way of holding a pencil.

BILINGUALISM FROM THE BEGINNING:
TEACHING SECOND LANGUAGES TO THE VERY YOUNG

All of our English teachers, at both the Pre-School and Primary levels, are mother-tongue English speakers. This guarantees that our students have the opportunity to acquire the best possible accent from an early age.

Through a fun and active approach grounded in an immersive environment, students are introduced to a way of thinking linked to self-expression, one that allows them to learn a new language without resorting to direct translation.

Language is, in fact, a way of thinking, of being, of acting. When learning a new language, we must allow ourselves to grow and change – something that children do effortlessly and naturally. If they think in English, they will speak in English.

Our English teachers speak English to the children, and our French teachers speak French to the children. This strict division of roles allows our students to easily distinguish between the two languages based on whom they are speaking with.

Two English teachers work with our Pre-School children the whole day long, including recess and mealtimes. This constant interaction provides children with a strong vocabulary, drawn from the activities of daily life at school, which is foundational in their second-language learning.

Every morning, these English teachers lead activities in English (e.g., songs, stories, rhymes, role plays, etc.) for small groups. In the afternoons, they organize English workshops in a variety of cross-disciplinary subjects (e.g., art, sports, cooking, etc.). The French teachers follow the same program but in French. Each child spends 50% of his or her time in French and 50% in English.

The Pre-School years form the basis of a progressive bilingual program at EMB. Much in the same way as with our mother tongues, it is at this time that the second language is naturally embedded prior to a productive “explosion” of language when the child begins to speak. In other words, a child at this stage will understand a great deal more than he/she can use productively: “He understands everything but hasn’t started speaking yet.”

By the time the children reach the first of their Primary classes in CP2, the seeds planted in pre-school will start to bear fruit and the children will begin to speak.

TIMETABLE OF ONE DAY

MORNING

8:15 - 8:45	**Arrival**
8:45 - 11:45	**Individual work** *free choice of activities* **Group work**
11:45 - 12:45	**Lunch**

AFTERNOON

12:45 - 1.15	**Playtime** *games outside or in*
1:15 - 3:15	**Workshops** *painting/sculpture* *music* *gymnastics* *cooking/baking*
3.30 p.m.	**End of Class**

The Primary Section - Ages 5 to 11

PEDAGOGICAL APPROACH

ACTIVE CRITICAL THINKING OVER PASSIVE LEARNING

Our students **learn how to learn**. They acquire new skills alongside an ever-expanding knowledge set. They develop their capacities for reflection and reasoning which allows them to make careful decisions. They learn to work methodically and independently.

Constantly challenged, students are taught to reflect on what they know rather than simply recall facts:

- When reading, they learn to sift through information in order to build meaning.
- When doing math, they are encouraged to consider instructions carefully before following them.
- When completing a dictation, they learn to re-read carefully to check for mistakes.
- When exploring history, they are invited to extend their knowledge of the world to include landmarks outside their daily life.
- When learning poetry or performing theatre, they learn to express the emotions they find in a text.
- When studying science, they are taught to formulate and verify their hypotheses.

These are just some examples of the types of stimulating activity that prevail in our classrooms. Subjects are not taught in isolation; rather, **connections are drawn across disciplines.** Mastery of the French language is the common thread that runs through our curriculum. Oral and written expression, reading, listening and comprehension are the foundational skills through which learning in other subject areas can occur.

THE COLLECTIVE WORK OF TEACHERS AND STUDENTS

They question, search and find; we guide and give them their bearings. We lead students to the threshold of "*knowing how to do it alone*". Our objective is not to transmit our knowledge, but

to awaken a **desire to know** in them, and to help them build their own identities.

Observing students constitutes a fundamental dimension of our teaching: for example, teachers will choose the right moment when students are ready to learn something new by observing them in their work, and can readily respond to the class's needs by adjusting the pace of learning or changing the subject or activity when the students show that they are tired or over-extended.

The teacher responds to a student's need for help not by doing the work for them, but rather by taking care to lead him or her back to the path where the child can find the answers for themselves.

Split-Level Classes

In the Primary Section, we preserve the spirit of the multi-age Montessori Pre-School classroom. The classes are organized in the following way:

CP2-CP: Students aged 5 and 6 years old
CE1-CE2: Students aged 7 and 8 years old
CM1-CM2: Students aged 9 and 10 years old

In each of these groups, the younger students are motivated by the older ones who open their eyes to new learning possibilities.

By the same token, the older students find themselves in a position of responsibility in relation to the younger ones, which builds their confidence and helps them consolidate their knowledge and skill sets.

Over the course of the year, certain projects allow students of all ages to work together: e.g., our class trip (CE2 to CM2), the end-of-year show (Pre-School to CM2), and reading workshops (CE1 to CM2). These special projects are particularly motivating for all students.

A Careful Balance of Individual Work, Whole Class Work, and Group Work

Learning at EMB is based on a varied schedule of individual work (known as "workshop" or "atelier"), whole class work (e.g., lectures, lessons and corrections), and team-based group work (e.g., projects).

The goal of individual work is to allow students to:

- progress towards independence and autonomy by developing their own organisational and reflective strategies;
- work at their own pace;
- feel responsible for their own learning.

The goal of whole class work is to:

- stimulate the curiosity of students by presenting new ideas in an interesting way;
- ensure a reasonable degree of homogeneity in the progress of the class so that all students achieve a satisfactory academic level;
- teach students the rules that govern classroom life and have them gain familiarity with and comfort in the school context;
- develop students' listening skills as well as their ability to contribute thoughtfully to group discussions.

In a similar vein, the goal of group work is to:

- foster in students a spirit of cooperation between classmates and the joy of working together;
- teach students the skills necessary to organize and manage small working groups.

Varying the students' schedule according to these three working "modes" also helps students avoid feelings of boredom and leads to greater productivity throughout the week.

DIFFERENTIATED WORK PERIODS

Since students do not all work at the same pace, certain periods of the week are set aside for differentiated work, which the students do in small groups. These periods allow students to:

- share any difficulties they may be having;
- work with a specific material;
- deepen their knowledge or practice a skill;
- finish incomplete work.

Work is done in small groups so that teachers can motivate and encourage each student, all while respecting their autonomy and without overly interfering in their learning processes.

THE COMMON CORE CURRICULUM OF KNOWLEDGE, SKILLS, AND CULTURE

As an independent private school, EMB guarantees that our program content conforms to the common core curriculum of knowledge, skills, and culture. This curriculum comprises **five domains**:

1 - Languages for Thinking and Communicating: This domain targets language learning, including French, foreign (or in some cases regional) languages, scientific languages, computer languages, media languages, as well as the language of art and the body.
2 - Methods and Tools for Learning: This domain targets the explicit instruction of how to access information and documents, how to use digital tools, how to manage both individual and group projects, as well as how to organize one's own learning.
3 - Shaping the Person and the Citizen: This domain targets learning related to life in society, and to collective action and citizenship, through a moral and civic training that respects both personal choice and individual responsibility.
4 - Natural Systems and Technical Systems: This domain is centered around the technical and scientific methods vis-a-vis the Earth and the Universe; it aims to develop in students a sense of curiosity and observation, as well as the ability to problem-solve.
5 - Representations of the World and of Human Activity: This domain is devoted to the understanding of societies across time and space, as well as the interpretation of their cultural contributions to the contemporary social world.

EVALUATION

Consistent with the common core curriculum described above, students are evaluated according to the following four criteria:

- method and organisation
- openness towards others
- openness towards the world; curiosity and creativity
- knowledge and skills

Report cards are issued each trimester. These are completed carefully and thoroughly to help measure and chart the progress of each student across all four criteria.

In order to demonstrate responsibility for their own learning, students are invited to gradually familiarize themselves with the process of evaluation. They learn how to self-evaluate and to evaluate their classmates as well, always in a respectful and constructive manner.

CORRESPONDENCE TABLE SHOWING THE SCHOOL'S 4 AXES OF EVALUATION WITH THE 5 DOMAINS OF THE COMMON CORE CURRICULUM OF KNOWLEDGE, SKILLS AND CULTURE

	Method and Organisation	Openness Towards Others	Openness Towards the World	Knowledge and Skills
Languages for Thinking and Communicating			X	X
Methods and Tools for Learning	X			
Shaping the Person and the Citizen		X		
Natural Systems and Technical Systems	X	X	X	X
Representations of the World and of Human Activity		X	X	X

ENTERING THE PRIMARY SCHOOL

A TRANSITION PREPARED FOR IN THE PRE-SCHOOL

The sensory exercises carried out at the Nursery school quickly lead to exercises of comparison designed to solicit judgements, appraisal, and reflection from the child. But even these no longer satisfy a child of five who longs for new activities and knowledge; he or she now wants to **read and write**.

One must give the child nourishment at the moment that he or she is ready to receive it. At this time, the child enters the period of learning.

The entry to the Primary Section is gentle and takes into account the development of the child more than the child's legal age. Legal age, emotional age, mental age - these ages do not always correspond precisely.

It is impossible and even detrimental to group children according to age where each student is expected to be able, know how, and like to carry out the same activities at the same time. An individual needs time to understand, time to absorb, and time to consolidate one's knowledge. This time is not the same for **everyone**, and its measure is not a valid tool for evaluation.

After two or three years in the Pre-School (so from the age of 5 and up), and only if the child is **ready**, he or she may enter the first year of the **"Cours Préparatoire" (C.P.2)** in the Primary Section.

THE "COURS PREPARATOIRE" (CP2/CP)

The "Cours Préparatoire" is spread out over **two school years** (C.P.2 and C.P.). During this time, the child will acquire the solid and lasting foundation that will allow him or her to flourish throughout subsequent years at school.

The goal is not to take shortcuts in order to gain a year, but to give the child ample time to:

1.) acquire the complex skills necessary for writing, reading and numerical manipulation.

2.) **practice**, in the context of everyday life (not just academic contexts), reading, writing and using numbers.

“COURS PRÉPARATOIRE” - C.P.2 and C.P.

FOUNDATIONAL LEARNING SKILLS

Reading and Writing

In order to provide all students the opportunity to develop a solid foundation in reading and writing skills, this learning process occurs in a single language: French.

Students are taught early on to understand that written signs are transcriptions of phonetic ones, and that all written words carry messages. Deciphering these signs and using them are the goals of **reading** and **writing.**

Parallel to the discovery of specific sounds of the language and to the correct practice of their pronunciation, the preliminaries of writing started as soon as the child entered the Pre-School: holding a pencil, dissociation of the two hands, mastery of movements, being at ease in the environment, etc.

Focusing on French phonetics allows the child to be led to auditory recognition of the thirty-six phonemes that make up the language and to the mastery of their graphic reproduction. The association of phonemes which combine to form meaningful groupings (i.e., words and then sentences), allow the child, from the beginning, **to read for meaning**.

Learning happens away from textbooks with the help of collective and individual materials that support the reading/writing methodology created by Anne Bickert in 1989 entitled “The Tools of Writing”.

Reading worksheets are designed with flexibility to allow each child to progress at his or her own speed and level. The child can then develop an ability to read a book (as opposed to a textbook) and so discover **the pleasure of reading**.

Once a child has achieved a sufficient level of comfort with and confidence in the basics of writing and reading in French, he or she is ready to begin to learn the corresponding skills in English as well.

Mathematics

While the mathematics program is followed rigourously, students may even move beyond it, thanks to the material they use which allows them to discover the decimal system and master basic mathematical operations.

Concrete discoveries are available to the children, who can manipulate the Montessori materials and therefore may **physically touch things that otherwise seem like abstract ideas.** The aim is not to train students to succeed in an exercise, but to understand what is asked of them and to work out the strategy which leads them to the answer - in other words, **to help them to build what they do not yet know, from what they already know.**

THE “COURS ELEMENTAIRE” (C.E.1/2) and “COURS MOYEN” (CM1/2)

“CLASSES ÉLÉMENTAIRES” (C.E.1-C.E.2):

CONSOLIDATION AND EXTENSION OF FUNDAMENTAL LESSONS:

The fundamental lessons

The mornings are reserved for fundamental lessons:

- *French*
- *Mathematics*
- *English*

Class Workshops

Each of the subjects listed below pertain to bodily, manual, technical or musical activity, and take place in the afternoon:

- anatomy / **gymnastics**
- botany / **gardening and cooking**
- poetry / **music and painting**
- English / **theatre in English**
- history / **role-playing games**
- geography / **“travel” presentations**

“COURS MOYENS” (C.M.1 and C.M.2): Independent Students. Ready for Middle School

The C.M. classes are organized to encourage independence and autonomy. Outside of whole class work, students move freely in the classroom, taking their work and self-organizing to be as productive and efficient as possible. In the afternoon, students work together on projects in small groups, in French or English.

Reading and writing techniques are at the heart of C.M. learning activities.

French language techniques (i.e., grammar, conjugation, spelling, vocabulary) are strengthened thanks to worksheets explained to the whole class and completed individually during workshop periods.

Dictations allow students to put into practice the techniques they have learned. Students complete dictations using a methodology that they acquire progressively over time. By correcting their work together in class, students are encouraged to share their errors in a spirit of constructive learning and cooperation.

Guided reading gives students the opportunity to work as part of the whole group, in partners, or in teams, and allows them to share their thoughts in discussion with others. These reading activities are complemented by creative writing time designed to help students practice various techniques (e.g., storytelling, description, etc.).

Mathematics

Emphasis is placed on concepts pertaining to daily life. A significant weight is given to problem-solving. In this area, students work at their own pace through a progressive, step-by-step system designed to interest and challenge them appropriately.

New concepts are presented and old ones are reviewed in whole class lessons. A copy of each lesson is provided for students to place in their Math folders, and includes short memorisation or tracing exercises which help students keep an active attitude towards their learning and allows the teacher to verify their comprehension.

Manipulative materials are offered to students when introducing new concepts or to help them resolve difficulties. Students work at their own pace during workshop time on either individual worksheets or in their Math workbooks.

Afternoon Workshop Subjects

Openness to the world, curiosity, and creativity are among those skills developed daily in a variety of workshop subjects offered each afternoon.

Since students have acquired a taste for reading and developed the capacity to defend their choices, students exchange reading suggestions during **"literary cafés"** organized each trimester.

Similarly, as critical thinkers with precise vocabularies, as well as the ability to research,

analyse and synthesize documents, students work together to create and publish a **school newspaper**. This group work is also an opportunity for students to familiarise themselves with the use of new computer technologies such as word processing and online research.

History workshops are a time of curiosity, questions, and interesting exchanges. These whole class lessons are complemented by group work that allow students the opportunity to master a variety of skills (e.g., close reading of images, commentary on articles, presentation skills, etc.).

Similarly, in **Geography and Science**, students will acquire numerous skills (e.g., reading charts, graphs, and maps) and apply math concepts in new and different contexts. Computers are used frequently to conduct research.

Poetry is another area where skills learned in a variety of disciplines come together in a new way, for example: reading comprehension, grammar, history, art, etc. When students recite, a particular attention is paid to expressiveness. Their performance is the object of a constructive and collegial evaluation by the group.

Sports classes are held either at the Pré Saint Jean sports complex or in the community hall, in French or English. Students learn to respect rules and follow directions, and develop self-control as well as a taste for working hard with others.

The Transition to Middle School

Autonomy, reflection, and the desire to learn: our CM students possess a well-honed toolkit to smooth their transition to middle school.

As in all independent private schools, students can integrate into public middle schools after passing a short entrance exam for which they are fully prepared. Equally, they can move on to private middle schools (secular or religious, French or international) - some of which have entrance exams, some of which do not.

Throughout their primary schooling, our school uses the appropriate methods (active learning, respect for curriculum) to offer families a wide selection of possible avenues for further study for their children.

For those parents who desire it, we offer an interview with the head of school and homeroom teacher during the first trimester of CM2, to help point you towards an institution that corresponds with your vision as well as the personality of your child.

BILINGUALISM IN THE PRIMARY SECTION

All of our English teachers, at both the Pre-School and Primary levels, are mother-tongue English speakers from English-speaking countries, and communicate with the students in English.

This guarantees that our students have the opportunity to acquire the best possible accent from an early age, and that they learn to think in English before speaking, without resorting to translation. **They think in English; they speak in English.**

Goals

English learning at EMB follows the Common European Framework of Reference for Languages (CEFRL) put together by the Council of Europe. This framework describes six reference levels of achievement for learners of foreign languages, called A1, A2, B1, B2, C1, and C2:

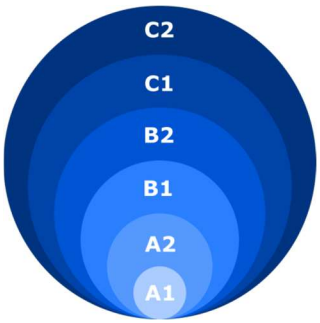
Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Based on empirical research across a wide sample size, this leveled evaluation system allows

educators to:

- determine teaching and learning goals
- (re-)organize programs of study
- develop appropriate learning materials
- compare tests and exams in different languages by providing common reference points of achievement



The learning materials used at EMB (e.g., Oxford and Cambridge), adhere to the CEFRL. At EMB, our goal is to have the majority of our students attain the A2 or B1 levels by the end of their Primary education.

Number of Hours of English

To achieve this objective, English constitutes one of three “priority” subjects in terms of weekly number of hours, along with French and Mathematics:

- CP2-CP: 6-8 hours a week
- CE1-CE2: 6-8 hours a week
- CM1-CM2: 6-12 hours a week

English in CP2 and CP

In CP2, primary objectives are for students to retain vocabulary covered in class, to understand and follow simple directions, and to use simple sentences and questions in familiar contexts.

In CP, students will begin to recognize and decode simple words in writing, and start writing short simple sentences themselves.

During classes which occur over 4 hours every week, students are gradually introduced to the structures of the language with the help of Cambridge’s Kid’s Box series, beginning with Kid’s Box Starter and moving on to Kid’s Box 1. Topics covered include: oral expression and aural

comprehension, simple grammar structures, phonetics, and vocabulary organized by theme (e.g., food, animals, etc.).

Students also participate each week in an hour-long workshop focused on Anglophone art and culture, which introduces vocabulary based on holidays, the changing of the seasons, traditional poems and songs, etc.

In CP, students begin writing with the Get Writing (Green) workbook, covering creative writing, reading, phonics, sight words, and reading comprehension.

English in CE1 and CE2

The objectives for CE1 are for students to begin using sentence structures along with vocabulary covered in class in a more spontaneous manner both orally and in writing, to recognize and write high-frequency "sight" words, and to decode simple words when reading short texts.

In CE2, students will start to read and write more complex texts, in the form of correspondence (i.e., letter-writing) for example.

IN CE1 and CE2, English language structures are taught using Kid's Box 2 and 3 as well as Get Writing (Purple and Pink), over 4.25 hours of class a week. Topics covered include: oral expression and aural comprehension, grammar structures and syntax, creative writing, phonics and basic reading techniques, and vocabulary organized by theme.

Theatre Workshop (1 hour per week), Music (30 minutes per week), and Sports (2 hours per week in cycles alternating with sports in French) allow students opportunity to practice their English, enrich their comprehension and expression, and acquire new vocabulary, all in different contexts.

English in CM1 and CM2

The objective for students finishing CM2 are for them to have achieved the skills described at the A1, A2 or B1 levels of the CEFRL (see page 23).

To do this, students have 4.25 hours of class each week devoted to the study of English language structures, using the following materials: Kid's Box 2 and 3, Get Writing Yellow, and Oxford Grammar Levels 1 and 2. Topics covered include: spelling, oral expression and aural comprehension, grammar structures and syntax, creative writing, guided reading and comprehension, role-playing games, etc.

Additional subjects taught in English include Geography (1 hour per week), Music (30 minutes per week), and Sports (2 hours a week in cycles alternating with sports in French). These help students to reinforce their language skills in a variety of contexts.

A Differentiated Approach

This general course-load in English can be **reduced or added to** depending on the student.

For those **students arriving at EMB in the middle of their primary education with less experience in English**, the schedule might be lightened (especially if the student has learning difficulties), with certain English hours being replaced by differentiated work in small groups in either French or Math.

Conversely, **for those students growing up in an anglophone or bilingual household and who hope to continue their studies abroad or in an international school setting**, the English schedule would be reinforced:

- in CP2-CP, by up to 2 hours a week in small groups studying grammar, vocabulary, theatre, readng, math, and art.
- In CE1-CE2, by up to 1 hour a week.
- In CM1-CM2, by up to 5.5 hours a week with classes in History (1.5 hours), Reading Comprehension and Creative Writing (1 hour), Science (1 hour), and Newspaper Workshop (2 hours).

A short preparatory course is organized at certain times of the year for students in CM2 planning to write the entrance exams for International Sections in either public or private middle schools.

English After CM2

More and more middle schools in the area are offering International Sections, for example:

- Collèges de Sèvres et Chaville
- Collège de La Celle Saint-Cloud
- La Source à Meudon
- Blanche de Castille au Chesnay
- L'Ecole Active Bilingue à Paris
- etc.

These middle school sections accept francophone students in certain cases. Some of our graduating francophone students who have demonstrated a high degree of motivation and strong support at home, succeed each year in earning a place at the most competitive of these schools. For those students hoping to continue their studies at more traditional middle schools, all are very

comfortable following the English programs in 6è (Grade 6) and 5è (Grade 7). Having been taught English by anglophone teachers from a young age, they speak with an excellent accent which will stay with them forever.

HOW THE SCHOOL FUNCTIONS

TIMETABLE

Monday, Tuesday, Thursday, Friday :

- Lessons from 8.30 a.m. until 3:30 p.m., with a 1.5 hour break for lunch and recess.

Wednesday

- Lessons until 12.00 p.m.

LUNCH

Children bring their own lunch that can be re-heated in a microwave oven. Lunch is eaten together, and is an important part of the day's activities.

PARENT PARTICIPATION

Class Visits

Parents are always welcome and may come to spend a few hours at the school with their child, if they
wish.

Parent-Teacher Meetings

In both the Pre-School and Primary Sections, a parent-teacher meeting is held at the beginning of each term.

SCHOOL FEES

School Fees for the 2025-2026 School Year:

- Annual Registration Fee per family: 450 Euros
- Monthly Fee per child: 750 Euros in Pre-School / 800 Euros in Primary
- Discount: -20% on Monthly Fees for the 3rd child registered

Payment Schedule:

- **With Registration:** Annual Registration Fee (non-refundable) + Monthly Fee for September
- **By Trimester:**
    - In September: Monthly Fees for October, November and December
    - In December: Monthly Fees for January, February, and March
    - In March: Monthly Fees for April, May and June
- **Automatic Monthly Withdrawals:** Due by the 25th of the month between September and May
- **After-School Program (Garderie):** 100 Euros per month for 4 afternoons a week.
    - The after-school program runs from 3:30 p.m. to 5:30 p.m. on Mondays, Tuesdays, Thursdays, and Fridays.

TERMS OF ADMISSION

Admission Procedure:

- First, you will receive a Pre-Registration Form along with other important information
- Second, an admissions interview with both parents will take place with the child present.

Documents to Provide:

- The Registration Form will be provided to you after the interview at your request, and with the agreement of the Director.
- You will return the completed Registration Form to us, signed and dated, along with 2 photos of your child and a copy of his or her up-to-date vaccination records and all necessary fees (Non-refundable Registration Fee + first Monthly Fee).

CONTACT

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