



Academic

Information

2015/2016

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1. Welcome

La Garenne International School, founded in 1947, is situated in the heart of the Alps in the prestigious ski resort of Villars-Sur-Ollon, an hour and a half from Geneva.

La Garenne is a family school directed by the Méan family, handed down from father to son throughout the years.

The following document will provide parents with information about our academic programmes, extracurricular activities, school life, school assessments and guidance concerning further studies. For additional information concerning the academic programme, please contact the Head Teachers.

2. La Garenne Philosophy

“In front of a child, we can but feel affection for what they are and what they may become one day.”

With this in mind, and the knowledge that no two children are alike, La Garenne continues to uphold and apply traditional values. We promote respect, tolerance, politeness, self-challenge and citizenship; all of which allow students to effectively participate in community life as well as providing a solid base for their future. Acquiring these values will allow students to become honest, altruistic, responsible and respected adults.

Academic excellence – Our experienced and professional teachers strive to develop inquisitive, life-long learners who are principled and empathetic. The teachers instill in the students: autonomy, a sense of responsibility, an open mind and respect for the environment. The academic programme offers a rigorous and well-balanced curriculum which is combined with the latest technology. The school believes in modern forms of pedagogy which provide interactive methods of learning. La Garenne also offers a wide variety of language courses that enable students to master several languages during their time here. Our sports competitions and spectacular musical and theatre performances add to the academic program.

A warm international family environment - A cohesive and dynamic team of staff devote special care and attention to each and every child, allowing them to blossom in the La Garenne family. The School Director creates a reassuring and stimulating atmosphere in order to establish a close relationship between the students, parents and personnel. All of the personnel are united in their efforts to teach politeness, team-spirit, peaceful communication and a desire to exceed themselves.

A safe location in exceptional surroundings – La Garenne School is situated in exquisite surroundings in the well-known ski resort of Villars-sur-Ollon. The picturesque view of the Swiss Alps as well as the fresh air of the mountains are ideal stimuli for a child’s learning and their physical development. Villars-sur-Ollon is a charming and safe mountain village, which offers the perfect backdrop to outdoor learning. The school is located close to different international airports, main cities (Geneva, Bern, Lausanne) as well as Lake Léman.

"Devant un enfant, on ne peut que se sentir pris de tendresse pour ce qu'il est et de respect pour ce qu'il peut devenir." G. Méan

En gardant ce concept à l'esprit et en considérant que chaque enfant est unique, La Garenne continue de perpétuer et de transmettre les valeurs traditionnelles. Elle privilégie le respect, la tolérance, la politesse, le dépassement de soi ainsi que l'acquisition des règles de civisme, ce qui permet à chaque enfant de s'intégrer de manière harmonieuse dans la vie communautaire et d'avoir des bases solides pour leur vie future. Ces fondements acquis leur permettront de se réaliser pleinement et de devenir des adultes intègres, altruistes, responsables et respectés.

- **L'excellence académique:** - Les enseignants expérimentés et dévoués s'efforcent de développer chez chaque enfant les compétences pour atteindre un niveau d'études élevé. Les professeurs leur inculquent l'autonomie, le sens des responsabilités, une ouverture d'esprit universelle et le respect de l'environnement.

Le programme académique de l'établissement offre un curriculum officiel, rigoureux et équilibré, toujours actualisé avec les dernières technologies. L'école accorde une place prépondérante à une pédagogie moderne et active et recherche la meilleure implication possible des participants. La Garenne propose également un large éventail d'apprentissages linguistiques, ce qui permet aux élèves de maîtriser plusieurs langues à la fin de leur scolarité. Des compétitions sportives, des représentations théâtrales de qualité et une formation musicale complètent les différents programmes.

- **Un environnement familial, international chaleureux:** - Une équipe soudée et dynamique porte une attention particulière à chaque enfant afin qu'il puisse s'épanouir au sein de la grande famille que forme La Garenne. La direction crée une atmosphère rassurante et stimulante pour établir un lien étroit entre les enfants, les parents et le personnel éducatif.

Tous les adultes de l'établissement unissent leurs efforts pour leur enseigner chaque jour la politesse, l'esprit d'entraide, la communication non violente et le désir de se surpasser.

- **Un environnement sécurisant dans un cadre exceptionnel:** - La Garenne est idéalement située dans la célèbre station de ski de Villars-sur-Ollon. La vue imprenable sur les Alpes suisses ainsi que l'air frais et vivifiant de la montagne, offrent un cadre stimulant aux enfants pour leurs apprentissages cognitifs ainsi que leur développement physique. L'école est située à proximité de différents aéroports internationaux, proches de grandes villes (Genève, Berne, Lausanne) ainsi que du lac Léman.

3. Academic Overview

La Garenne's academic curriculum provides quality education for each and every student. It aims to develop a child's intellectual, physical, emotional and social development, preparing them for their chosen secondary education.

La Garenne offers two systems: a French Section and an English Section.

La Garenne prides itself on its English-French bilingual approach which produces students with an expertise in two languages. Students follow the official French or English programme as their main (principal) language. Each day they also receive 45 minutes of an additional language lesson in either French, if the child is studying the English programme, or English, if the child is studying the French programme.

The programme is based upon the French National Curriculum for courses taught in French and upon the National Curriculum for courses taught in English; it is also complemented with the International Primary Curriculum, which provides an international and cross-curricular approach to learning.

The school is separated into three sections: **The Cubs, The Minis and the Juniors.**

	French System	English System
The Cubs		Reception – Year 2 4 years old – 7 years old <i>Reception & Key Stage 1</i>
The Minis	CE1, CE2, CM1, CM2 7 years old – 10 years old	Year 3 – Year 5 8 years old – 10 years old <i>Key Stage 2</i>
The Juniors	Sixième, Cinquième 11 years old – 13 years old	Year 6 – Year 8 11 years old – 13 years old <i>Key Stage 2/3</i>

4. Section Française

4.1 Introduction

La Garenne propose aux élèves qui le désirent de suivre un programme francophone dont l'organisation et les contenus sont inspirés du programme de l'éducation nationale française.

L'école accueille les élèves de la CE1 à la 5^{ème}.

Minis (primaire)	Juniors (secondaire inférieur)
CE2 8 – 9 ans	6 ^{ème} 11 – 12 ans
CM1 9 – 10 ans	5 ^{ème} 12 – 13 ans
CM2 10 – 11 ans	

L'école offre des classes à petits effectifs (15 élèves au maximum par classe). Chaque groupe est pris en charge par un professeur dévoué qui s'assure du bien être et des progrès de chaque enfant. Le rôle de cet enseignant est aussi d'harmoniser les différences des enfants afin de créer un climat serein dans lequel chacun évolue à son rythme.

*« Si tu diffères de moi, frère, loin de me léser, tu m'enrichis. »
Antoine de Saint-Exupéry (écrivain français)*

L'entièreté du programme est enseignée en français par des professeurs émanant de différents pays francophones ce qui ouvre les apprenants sur une plus grande diversité culturelle. Si la majorité des ouvrages de référence sont français, il n'est pas rare que les enseignants utilisent d'autres méthodes (belge, canadienne, suisse) afin de découvrir de nouvelles variantes de langages, un regard différent sur la réalité et de nouvelles méthodes d'apprentissage.

La section française suit le curriculum français ; elle ne prépare pas les élèves à la maturité suisse. Les programmes scolaires français et suisse sont très différents : les rythmes d'apprentissage, le contenu des programmes et les méthodes d'enseignement ne sont pas toujours identiques et compatibles.

Le tableau qui suit présente les différents sujets enseignés de manière hebdomadaire dans la section française :

Minis	Juniors
Français	Français
Mathématiques	Mathématiques
Histoire/géographie	Histoire/géographie
Anglais	Anglais
Science/technologie	Sciences { Sciences de la vie et de la terre
Histoire des arts	Physique/chimie
Education physique et sportive	Technologie
Education musicale	Education physique et sportive
Arts plastiques	Education musicale
	Arts plastiques

4.2 Français

Primaire

Faire accéder tous les élèves à la maîtrise de la langue française, à une expression précise et claire à l'oral comme à l'écrit, relève d'abord de l'enseignement du français. Cela engage aussi toutes les disciplines : les sciences, les mathématiques, l'histoire, la géographie, l'éducation physique et les arts. La progression dans la maîtrise de la langue française se fait selon un programme de lecture et d'écriture, de vocabulaire, de grammaire, et d'orthographe. Un programme de littérature vient soutenir l'autonomie en lecture et en écriture des élèves.

Collège

Les apprentissages des élèves au cours des deux années du collège sont construits à partir des axes suivants :

- la pratique, la maîtrise et l'analyse de la langue française (grammaire, orthographe, lexique)
- un déroulement chronologique, avec des époques privilégiées pour chaque niveau (Sixième : l'Antiquité ; Cinquième : le Moyen Age, la Renaissance et le XVII^e) ; le respect de ce cadre, qui n'est pas exclusif, assure la cohérence entre les enseignements de français et d'histoire, rendant ainsi possible des activités et des travaux interdisciplinaires
- une initiation à l'étude des genres et des formes littéraires
- le regard sur le monde, sur les autres et sur soi à différentes époques, en relation avec l'histoire des arts
- la pratique constante, variée et progressive de l'écriture, qui vient couronner le tout.

*Extrait des programmes du collège
Bulletin officiel spécial n°6 du 28 août 2008
Ministère de l'éducation nationale*

Les enseignants mettent un point d'honneur à donner le goût de la lecture aux élèves en leur proposant de lire un maximum d'œuvres intégrales couvrant différents genres littéraires. Les bibliothèques de classe sont sans cesse développées et des rallyes de lecture sont proposés aux élèves. Ces rallyes sont un moyen efficace de donner l'envie de lire aux enfants et d'encourager le dépassement de soi voire même la compétitivité.

Les classes sont abonnées à des journaux adaptés à l'âge des élèves afin de mettre ces derniers en contact avec différents supports écrits et de susciter en eux la curiosité sur l'actualité de manière générale.

4.3 Mathématiques

Les nombres sont au début et au cœur de l'activité mathématique. L'acquisition des principes de base de la numération, l'apprentissage des opérations et de leur sens, leur mobilisation pour des mesures et pour la résolution de problèmes sont présents tout au long des apprentissages. Ces apprentissages, qui se font en relation avec la maîtrise de la langue et la découverte des sciences, sont poursuivis tout au long de la scolarité obligatoire avec des degrés croissants de complexité – nombre entiers naturels, nombres décimaux, fractions, nombres relatifs. L'apprentissage des techniques opératoires est évidemment indissociable de l'étude des nombres. Il s'appuie sur la mémorisation des tables, indispensable tant au calcul mental qu'au calcul posé par écrit.

La géométrie doit rester en prise avec le monde sensible qu'elle permet de décrire. Les constructions géométriques, avec leurs instruments traditionnels – règle, équerre, compas, rapporteur –, aussi bien qu'avec un logiciel de géométrie, constituent une étape essentielle à la compréhension des situations géométriques. Mais la géométrie est aussi le domaine de l'argumentation et du raisonnement, elle permet le développement des qualités de logique et de rigueur.

L'organisation et la gestion des données sont indispensables pour comprendre un monde contemporain dans lequel l'information chiffrée est omniprésente, et pour y vivre. Il faut d'abord apprendre à lire et interpréter des tableaux, schémas, diagrammes, à réaliser ce qu'est un événement aléatoire. Puis apprendre à passer d'un mode de représentation à l'autre, à choisir le mode le plus adéquat pour organiser et gérer des données.

*Extrait des programmes du collège
Bulletin officiel spécial n°6 du 28 août 2008
Ministère de l'éducation nationale*

4.4 Eveil

La section française accueille dans deux classes les élèves du CE1 à la classe de 5^{ème}. Les enseignants travaillent sur des cycles de deux ans pour les matières d'éveil et de français, raison pour laquelle il est plus intéressant que les enfants arrivent en début de cycle et pour une période minimum de deux ans afin de suivre l'entièreté du programme de ce cycle. Deux enseignants encadrent les activités d'éveil chez les Minis afin de respecter ces cycles d'apprentissage.

En ce qui concerne le programme de géographie, toute la partie relative à la France physique et géopolitique n'est abordée que brièvement au profit de l'étude de la Suisse et des pays d'où sont originaires les élèves car nous sommes avant tout une école internationale installée en Suisse romande ; nous ne voulons dès lors pas nous limiter à l'étude d'un pays dans lequel les élèves ne vivent pas mais profiter de l'hétérogénéité de groupe classe afin d'ouvrir son esprit sur un plus large éventail culturel et de développer un esprit critique basé sur la connaissance de l'autre.

*« Il faut apprendre pour connaître, connaître pour comprendre, comprendre pour juger. »
Nârada (disciple de Bouddha)*

Les élèves participent au minimum à une sortie de classe trimestrielle afin d'illustrer et de développer le programme scolaire. Ces dernières années, les classes de la section française se sont rendues à l'Alimentarium de Vevey, au château de Chillon, à l'université de Genève, au théâtre, à des expositions...

4.5 Langues Modernes

L'école La Garenne propose aux élèves un environnement bilingue (français/anglais). Des cours d'anglais sont donnés à raison de trois/quatre périodes par semaine (ça dépend du trimestre). Ces classes d'anglais sont très importantes car elles permettent aux élèves de communiquer avec leurs amis de l'autre section durant les temps d'activités communes. Les élèves sont répartis dans les classes en fonction de leur niveau de maîtrise de la langue. Les professeurs d'anglais enseignent le programme du Cambridge (programme d'anglais langue étrangère) soldé en fin d'année par une série d'examens externes qui gratifient l'élève d'un certificat d'anglais reconnu partout dans le monde.

Organisation de la semaine

La semaine est organisée de manière différente selon le trimestre. Les premier et troisième trimestres sont presque identiques mais le fonctionnement du second diffère dû aux horaires de ski.

Modèles d'une semaine au premier et au second trimestre (6^{ème}/5^{ème})

	Premier trimestre	Second trimestre
Lundi	8.15 à 12.45 – 13.45 à 16.15	8.15 à 12.15 – Ski l'après-midi
Mardi		8.15 à 12.45 – 13.45 à 16.15
Mercredi		8.15 à 12.15 – Ski l'après-midi
Jeudi		8.15 à 12.45 – 13.45 à 16.15
Vendredi		8.15 à 12.45 – 13.45 à 16.00

Trois périodes d'étude sont organisées pendant la semaine en début de soirée ainsi que deux périodes pendant le week-end. Les élèves les plus jeunes sont supervisés par des éducateurs et les plus âgés travaillent de manière plus indépendante. Si les résultats scolaires ne sont pas suffisamment bons, les élèves en difficulté d'apprentissage sont pris en charge par des professeurs afin de remédier à leurs lacunes.

Les élèves externes doivent s'affranchir de leur travail à la maison mais ils ont la possibilité de rester à l'école pour réaliser leurs tâches et bénéficier ainsi d'une aide appropriée si le besoin s'en fait sentir. Il est très important que les devoirs soient rendus en temps et en heure car une note récompense dans chaque bulletin la ponctualité de l'élève pour la remise de ses travaux.

4.6 Evaluations et critères de réussite

Quatre bulletins annuels

Les parents reçoivent quatre bulletins par an. Ceux-ci rendent compte de la qualité de travail fourni par leur enfant et des efforts réalisés pour chaque discipline. Un premier bulletin est distribué en octobre. Seule une note d'effort est attribuée aux élèves pour chaque matière afin de permettre aux élèves qui ont eu du mal à démarrer d'atteindre une moyenne satisfaisante pour le bulletin de décembre. Les professeurs accompagnent cette note d'un commentaire qui explique aux parents les points forts et faiblesses de leur enfant, observés les premières semaines.

Les bulletins de décembre, de mars et de juin gratifient les élèves d'une note de travail continu pour chaque matière et d'une note d'examen pour certaines d'entre-elles.

En plus du bulletin de juin, les parents reçoivent une feuille récapitulative des notes obtenues par leur enfant tout au long de l'année.

Note de travail continu

Chaque matière est évaluée de manière continue pendant l'année scolaire. De nombreuses évaluations rendent compte du degré de connaissance de l'élève ce qui lui permet d'ajuster sa préparation pour les examens de fin de trimestre. Les résultats de ces évaluations sont additionnés et leur moyenne figure dans le bulletin. Une note est considérée comme satisfaisante dès lors qu'elle atteint soixante-cinq pourcents.

Chaque matière possède un coefficient différent en fonction du nombre d'heures enseignées pendant le trimestre. Ainsi, un sujet enseigné à raison de 4 périodes hebdomadaires rapportera davantage de points qu'un autre enseigné une seule fois par semaine.

Note d'effort

La note d'effort récompense l'attitude de l'élève dans ses apprentissages.

Les différents aspects observés sont :

La ponctualité :	l'élève arrive à l'heure à la leçon et rend ses travaux aux dates imposées.
La régularité :	l'élève fait ses devoirs correctement et étudie ses leçons.
La participation :	l'élève est acteur dans ses apprentissages.
Le sérieux :	l'élève est appliqué et attentif lors des leçons.
Le soin :	l'élève soigne son écriture, son cahier est propre, bien tenu et en ordre.
Le comportement :	l'élève écoute et demande la parole avant de parler ; il est poli !
La persévérance :	lorsqu'il est confronté à des difficultés, l'élève n'abandonne pas et tente de trouver des solutions.
L'empathie :	l'élève considère l'avis des autres ; il ne se moque pas.
L'altruisme :	l'élève fait ce qu'il peut pour aider ses pairs ; il est serviable et n'attend rien en retour.

Dans le bulletin, la note d'effort est représentée par :

- A** Excellent
- B** Très bien
- C** Bien
- D** Moyen
- E** Insatisfaisant

Note d'examen

A la fin de chaque trimestre, certaines matières sont soumises à un examen. La note de l'examen possède le même coefficient que la note de travail continu.

L'examen et la note de travail continu ont donc la même valeur, soit 50% / 50%.

Fréquentation des cours

Chaque jour, le titulaire de classe prend les présences (matin et après-midi). L'élève qui pour une quelconque raison n'est pas en classe durant plus de deux périodes est enregistré comme absent une demi-journée. Le nombre de demi-jours d'absence est indiqué dans le bulletin de chaque fin de trimestre. Certaines absences répétées expliquent parfois les résultats des élèves!

Tableau récapitulatif de fin d'année

Ce tableau reprend toutes les notes figurant sur les bulletins de décembre, mars et juin. Ces notes sont additionnées et converties en un pourcentage qui déterminera la réussite éventuelle de l'élève.

Modèle de bulletin du niveau (6^{ème}/5^{ème})

Matières / coefficient		Décembre				Mars				Juin				Final	
		Travail continu		Examens		Travail continu		Examens		Travail continu		Examens		Total	
Français	4		10		10		10		10		10		10		40
Mathématiques	4		10		10		10		10		10		10		40
Histoire/géographie	2		10		10		10		10		10		10		20
Deuxième langue	2		10		10		10		10		10		10		20
Sciences	3		10		10		10		10		10		10		30
Education physique	2		10				10				10				20
Education musicale	1		10				10				10				10
Arts plastiques	1		10				10				10				10
Régularité de l'apprenant	1		10				10				10				10
Total final														200	
Pourcentage Final														%	

4.7 Conditions de réussite de l'élève

Plusieurs cas de figure déterminent la réussite d'un élève.

A. Passage d'office

L'élève termine l'année avec un pourcentage égal ou supérieur à 60 %.

B. Passage à décider en conseil de classe

L'élève termine l'année avec un pourcentage final inférieur à 60 %.

L'élève a un échec en mathématiques ou en français

Dans ce cas, le conseil de classe peut prendre une des décisions qui suit :

- Donner à l'élève une évaluation de vacances à réaliser à la maison et qui doit être renvoyées à l'école avant la rentrée afin d'être corrigées par l'enseignant.
- Voter un passage à l'essai dans l'année supérieure. Dans ce cas, un nouveau conseil de classe a lieu en octobre afin de statuer si l'élève a sa place ou non dans le niveau supérieur.

C. Redoublement d'office

L'élève termine l'année avec un pourcentage final inférieur à 50 %.

L'élève a un échec en mathématiques et en français.

5. English Section

Welcome to the Cubs, the Minis and the Junior School.

The Cubs	Reception –Year 2 4 years old to 7 years old <i>Reception & Key Stage 1</i>
The Minis	Year 3 – Year 5 8 years old to 10 years old <i>Key Stage 2</i>
The Juniors	Year 6 – Year 8 11 years old to 13 years old <i>Key Stage 2/3</i>

Our school is committed to academic excellence and to supporting each child in reaching their full potential. The school fosters a very positive and caring environment, nurturing individual strengths as well as developing in each child an understanding of their role within the school and their future responsibility as adults in a global community.

We offer small class sizes, an average of 14 children in each class, taught by highly qualified teachers.

Reception to Year 5

Our Curriculum

Our curriculum is based around the highly successful and child-centred International Primary Curriculum, used by over 1500 state and international schools worldwide. We also follow the English National Curriculum for English and mathematics and a comprehensive programme of specialist-taught subjects.

During the year, the classroom teachers will deliver a range of complimentary subjects that are linked into a themed unit of study. Over an extended period of time, usually around 5-7 weeks, a single unit of study will allow the teacher to deliver a number of learning goals drawn from the IPC.

The learning goals of the curriculum are split into four age bands covering the primary years. Within each age band there are three strands of Learning Goals: Subject Goals, Personal Goals and International Goals.

Subjects include:

- **History**
- **Geography**
- **Science**
- **Art**
- **Design**
- **Information Technology**
- **Physical Education**
- **Music**
- **Society**

Through the units of work, links are made to the host and home countries.

The children from Reception to Year 6 follow the IPC.

Please see overleaf for more information about the IPC.

5.1 Reception

The reception class follows the UK guidance of the Early Years Foundation Stage as well as the Four IPC Early Years Learning Strands.

The Four IPC Early Years Learning Strands are:

- **Independence and interdependence**

This strand focuses to a large extent on the children's personal goals and their relationships with other children.

- **Communicating**

This strand is primarily about developing skills in communication including speaking and listening, reading and writing, early numeracy work and expressive arts.

- **Exploring**

Through this strand the children's skills in inquiry are developed.

- **Healthy Living**

Using the statements within this strand, children are encouraged to understand how to look after themselves and each other.

The Early Years Foundation Stage (EYFS) promotes teaching and learning to ensure that children are 'school ready' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning and development in the early years settings. All areas of learning and development are important and inter-connected. The areas of learning are:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Through a carefully planned balance of structured and child-initiated play experiences, children are encouraged to approach new tasks with growing confidence and talk about what they are discovering through shared experiences. The children are also introduced to French, art, music and physical education with specialist teachers.

The understanding and acquisition of French is fundamental at La Garenne. The children are surrounded by French-speaking adults and children and soon gain a good understanding of the language. This is enhanced by daily lessons in French taught by specialist French teachers. Children as young as 4 years old begin to learn French at La Garenne, a range of activities, stories, songs and games are enjoyed within the class. Pictures, sounds and interactions are incorporated into the lessons to provide a fulfilling and invaluable experience.

5.2 Transition from Cubs (Key Stage 1) to Minis (Key Stage 2)

Building on the confidence gained in the reception class, the children in **Key Stage 1** are encouraged to become more independent learners. The children work towards achieving specific individual targets which foster their development and instill in them a desire to achieve.

Within **Key Stage 2**, children take on a responsible outlook on life as a learner. The children are taught in small classes and given individual care and attention for their specific needs by their highly qualified and passionate teachers.

The children follow the English National Curriculum for English and for Mathematics.

The National Curriculum 2014

5.3 English

At La Garenne we develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

Spoken language

Children are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify their ideas and reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesizing and exploring ideas. This enables them to clarify their thinking as well as organise their ideas writing.

Reading

The programme of study for reading at key stage 1 and 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading)

Children are taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. We provide a library facility; the children are encouraged to read every night before sleeping and within the weekly timetable children enjoy reading a range of guided reading books from our Origins Project X Oxford scheme and Usborne reading scheme. Phonics is taught in the early teaching of reading to beginners and skilled word reading and comprehension skills are developed daily throughout the day and in specific scheduled lessons. Reading widely increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Writing

The programme of study for writing at key stage 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing and plan, revise and evaluate their writing).

Children are taught to develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations. We encourage children to recognize the importance of writing as a means of communication and a way of expressing their ideas or views. We hope that the children will take pleasure and pride in writing in a range of forms.

Ros Wilson's strategy of 'Big Writing' is in place at La Garenne from Year 1 to Year 5 in our school. The method is based on fast, fun and lively teaching of the 'writing voice' through oracy. It is designed to motivate children and make them want to write through a very structured approach. The aim is to improve the standard of writing produced by the children by giving them a wide variety of writing opportunities and experience of writing opportunities and experience of writing for a sustained time. It gives pupils confidence and the understanding to develop control of a higher level writing voice without requiring the understanding of technical knowledge of syntax and grammatical analysis.

Spelling, vocabulary, grammar and punctuation

Throughout the programmes of study, children are taught the vocabulary they need to discuss their reading, writing and spoken language. It is important that the children learn the correct grammatical terms in English. Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Weekly spelling tests are given in each class and pupils' progress is tracked.

Every week the children concentrate on the four elements of Big Writing:

- **VCOP**
- V – Vocabulary, selecting exciting, challenging, different words and phrases to use in their writing.
- C – Connectives, children are taught to use a range of words and phrases, which connect and extend ideas.

- O – Story and sentence openers, which are interesting and excite the reader.
- P – Punctuation, different kinds of punctuation, which adds to the story and the story evolve. For example dash (-), ellipses (.....)

5.4 Mathematics

Mathematics is one of the core curriculum subjects. Our approach to teaching mathematics is based on these principles:

- Dedicated mathematics lessons every day
- Direct teaching and interactive oral work with the whole class and groups
- An emphasis on mental calculation
- Differentiated lessons aimed at the appropriate level for each child.

At La Garenne, the individual needs of the children are taken into account and work is differentiated to provide them with a challenging yet achievable learning experience. Children who are advanced in mathematics are given extension activities and challenging learning objectives to follow. Children who need help are given support.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are organized into the following:

- **Number** – Number and Place Value
- **Number** – Addition and Subtraction
- **Number** – Multiplication and Division
- **Number** – Fractions (Yr 4 including Decimals, Yr 5 & 6 including Decimals and Percentages)
- **Measurement**
- **Geometry** – Property of Shapes
- **Geometry** – Position and Direction
- **Statistics** (Yr 2 onwards)

During **Key Stage 1** we ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numbers, words and four operations. Pupils should develop their ability to recognize, describe, draw, compare and sort different shapes and use the related vocabulary.

The principle focus of mathematics in lower **Key Stage 2** is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. The pupils will develop their ability to solve a range of problems, including with simple fractions and decimal place value. They will also be taught how to analyse shapes and their properties, and confidently describe the relationships between them.

In upper **Key Stage 2** the pupils extend their understanding of the number system and place value to include larger integers, developing the connections between

multiplication and division with fractions, decimals, percentages and ration. They will develop their ability to solve wider range of problems, including increasing complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Pupils are introduced to the language of algebra.

The use of practical equipment is integral to the learning of all children and the schemes used at La Garenne are Heinemann and Mathletics (<http://www.mathletics.eu/>). The Rising Stars programme is used to track and assess the pupils' progress.



5.5 The International Primary Curriculum

The International Primary Curriculum (IPC) is used in schools all over the world. Currently this includes over 1,500 national and international schools in over 80 countries.

Learning with the International Primary Curriculum means that children focus on a combination of academic, personal and international learning that is exciting and challenging. The aim of the IPC is to help every child enjoy the learning of a wide range of subjects and to develop an enquiring mind, the personal attributes that will help throughout teenage and adult years, and to develop a sense of his or her own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others. Through the IPC approach to learning children develop the knowledge, skills and understanding necessary to confidently face the world of tomorrow.

The IPC was introduced in 2000 and has been successfully meeting the learning needs of children for many years. It took four years with leading educational thinkers, school leaders, highly skilled teachers and curriculum writers to create the IPC. Its continued development today ensures that children are learning a current and highly relevant curriculum based on the very latest research into the brain and the increasing understanding of how children learn.

The IPC is a part of Fieldwork Education, which, since 1984, has been helping schools all around the world to develop children's learning. For more information about the IPC visit www.greatlearning.com/ipc

6. English Section – The Junior School

The Junior school is divided into 3 year groups.

- **Year 6 – Key Stage 2**

English, mathematics, science and IPC, French, art, music and sports.

- **Year 7 and 8 – Key Stage 3**

English, mathematics, science, geography, history, religious studies, PSHE, French, art, music and sport.

Specialist teachers for each subject teach the children.

English

In this vibrant and dynamic course, we aim to engender a love for the written and spoken word. From etymology to exegesis, the full range of linguistic and literary opportunities are on offer. The progressive nature of the course lays solid foundations for KS4 in a relaxed, friendly and trusting environment, based on good discipline, high expectations of performance and hard work.

English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. Pupils are encouraged to develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively, and to communicate with others confidently and effectively.

Literature in English is rich and influential. It is the core of the course, reflecting the experiences of people from many countries and times, and contributing to a sense of cultural identity. Pupils learn to become enthusiastic and critical readers of novels, poetry and drama, as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English helps pupils understand how language works. Using this understanding, pupils choose and adapt what they say and write in different situations, and it equips them to appreciate and interpret the choices made by other writers and speakers.

Assessment is a continuous combination of formative and summative testing.

6.1 Science

The English National Science Curriculum contributes to the development of all aspects of a child including aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political and social development in an international environment. The activity-based Key Stage 3 (KS3) Science Programme taken by Years 6, 7 and 8, aims to enhance the students scientific knowledge, provide hands-on practical work, develop experimental skills and allow for the students to become effective critical thinkers by deducing and deducting scientific phenomena and concepts. The new full-equipped laboratory provides an ideal environment for the students to learn and investigate. Furthermore, our programme also encourages a positive attitude towards the environment and in being a responsible citizen in today's world.

The Science Programme has three major components: Biology, Chemistry and Physics. All students are required to study a balance of the three during their science lessons, thus facilitating subject choice and continuity for further study.

6.2 Mathematics

The Junior Maths Programme is based on the English National Curriculum and follows the Key Stage 2 objectives for Year 6 and Key Stage 3 objectives for Years 7 and 8. The mathematics programme contains a balance of Numeracy, Algebra, Geometry and Trigonometry, Statistics, Probability and Problem Solving. The programme is designed to develop the student's mathematical knowledge and the understanding of the concepts and skills needed to apply mathematics: in life, in work and very importantly, to continue in further education.

Differentiation in the teaching, learning and assessment caters for the learning needs of each individual student and provides a positive but yet challenging learning environment. For those who need extra help, a SENCO teacher is available to provide a one-to-one teaching and learning environment, along with the availability of extra tuition. For those who are advanced or gifted, more challenging learning outcomes are set in place to maintain a positive learning curve and progression through the KS3 programme in preparation for further education.

6.3 History

From September 2013, Year 6 history will form part of the International Primary Curriculum. Different cross-curricular modules will be taught, each detailing the number of hours dedicated to history. These modules enable students to make clear links between school subjects and look at topics as part of a 'bigger picture'. History elements of the modules will encourage students to become independent learners and demonstrate enquiring minds.

In Years 7 and 8, history topics broadly follow the English National Curriculum. The History Department is keen to build upon the international aspects, which have been set up in Year 6, and we adopt the topics most relevant to our students. History is taught as an independent subject and as well as providing an understanding of key points in local, european and world history, we endeavour to equip students with historical skills as well as knowledge. Students are regularly assessed using a variety of AFL (assessment for learning) techniques as well as termly exams and levelled pieces of work.

6.4 Geography

Year 6 Geography is part of the International Primary Curriculum (IPC) programme and is incorporated in a range of cross-curricular modules. The IPC allows students to see the relevance of geography in a 'real' setting. It encourages an outlook of a responsible citizen, who is aware of issues on a local and global level. Progress is measured in three areas: knowledge, understanding and skills.

Year 7 and 8 geography students follow modules based on the English National Curriculum. These modules are tailored to reflect our international student body as well as the geographic location of the school. In addition to learning about topics, students are given the opportunity to become 'geographers' themselves by conducting field work in locations in the region. The fieldwork allows geography to take place outside the classroom and encourages students to be able to theorise and check why certain human and physical geographical features occur. Regular assessment takes place in the form of levelled tasks as well as written exams. A variety of self, peer and teacher assessment ensures that students are sure of their current level as well of their targets for progression.

6.5 Religious Studies

RS (Religious Studies) is no longer taught as a discrete subject at Key Stage 2 and is instead incorporated within the IPC programme. A range of social and religious topics such as festivals, morality and the different lifestyles of individuals are covered within the modules.

In Year 7 and 8 RS is taught as an independent Humanities subject. It is a subject which employs creativity and 'thinking outside the box' to explore our own beliefs and those of others. RS is a vital subject for the holistic development of all students, regardless of their religious belief or spirituality. The majority of modules are based on thematic topics and enable students to challenge, question and affirm different religious and moral concepts. The subject encourages debate, discussion and respect towards other members of the class as well as in society. RS teaches many core skills such as respect, empathy, confidence, morality, communication and enquiry to name just a few. RS lessons allow for kinaesthetic, visual and auditory learning to take place in order for students to better understand their own ideas and the world around them.

6.6 Schools' Conversion Chart

Please see the table below that shows just some of the different school systems the students may come from.

English	American	Japanese	Russian	French	Swiss	Spanish
Reception	K1	Kindergarten	Kindergarten	Moyenne Section	-	K2
Year 1	K2	1 Elementary	Kindergarten	Grande Section	1P	K3
Year 2	Grade 1	2 Elementary	Class 1	CP	2P	1°
Year 3	Grade 2	3 Elementary	Class 2	CE1	3P	2°
Year 4	Grade 3	4 Elementary	Class 3	CE2	4P	3°
Year 5	Grade 4	5 Elementary	Class 4	CM1	5P	4°
Year 6	Grade 5	6 Elementary	Class 5	CM2	6P	5°
Year 7	Grade 6	7 Junior High	Class 6	6é	7P	6°
Year 8	Grade 7	8 Junior High	Class 7	5é	8P	1° Eso

6.7 Cambridge Exams

Cambridge English Language Assessment

Exam Preparation Centre

La Garenne is proud to be a Preparation Centre for the Cambridge exams. The children are tested and put into an appropriate class for their level. External examiners test the children in May/June and the children receive their results during the summer.

The Cambridge English for Schools range of exams are specially designed to make learning English fun and motivating for school-aged learners.

Covering all four-language skills – reading, writing, listening and speaking – the exams can help your child:

- **Improve in English** and get better marks at school
- **Understand books, television, films, songs, the internet** and other media in English
- **Make friends** around the world
- **Travel** the world
- **Study at university or college**, either at home or in another country
- **Get a job and use English at work**, either in your country or abroad.

We believe that these exams help prepare the students for their chosen secondary school and for their bright futures.

- Students want studying for qualifications to be challenging and enjoyable – this gives them excellent preparation for success in their next steps in education or work.
- The qualification has international value and is recognized by many universities and employers.

At La Garenne, the children are all assessed at the beginning of the year and placed in a class suitable for their level of English. The Cambridge course runs alongside the daily English lessons. Each week they work towards gaining a qualification at the end of the year in one of the following exams:

- Cambridge English: Young Learners (YLE)
- Starters
- Movers
- Flyers
- Cambridge English: Key (KET) for Schools
- Cambridge English: Preliminary (PET) for Schools
- Cambridge English: First Certificate (FCE) for Schools



- For more information about the Cambridge exams visit www.cambridgeenglish.org/cambridge-english-for/schools/parents/

7. Home Work

Cubs

Reception & Year 1

The children in the Cubs complete their homework within the daily timetable with the help and support of their class teacher. Each night the children are encouraged to practice their sounds/read for 10 minutes before bed.

The children are given 10 minutes of homework, three times a week, as well as a little at the weekend and during the holidays.

Minis

Year 2 – Year 5

The children in the Mini section are given up to 50 minutes of homework, three times a week, as well as 60 minutes at the weekend. (Year 2 – 20 minutes, Year 3 – 30 minutes, Year 4 – 40 minutes and Year 5 – 50 minutes). They are given tasks to complete and projects to research during the holiday. The Mini children complete their homework under supervision, during the early evening activities.

Juniors

Year 6 – Year 8

The children in the Junior School are given more responsibilities and are encouraged to self-govern their own learning. Homework for the children in Year 6 is supervised but as the children progress through the school they are expected to complete their homework with limited supervision. If the students are in green, they are allowed to study independently (Please refer to the points system).

The children are given 1 hour of homework, three times a week and 3 hours of homework at the weekends. During the holidays children are expected to complete all the tasks assigned.

8. English as an Additional Language (EAL)

La Garenne School prides itself on its dedication to reach out to each and every child. We have an EAL programme within the English section that aims to give the students competence in English, and to foster positive self-esteem so that they may succeed in the academic programme and integrate fully into the social life of the school.

EAL students spend a certain amount of time each day in a class designed especially for their level. However, we believe that they also benefit from contact with other students in the regular classroom. EAL teachers provide language instruction for students in small classes designed especially for English Language Learners. They also provide support in mainstream classrooms and collaborate closely with classroom teachers.

Within the EAL class, students are taught the language skills of listening, speaking, reading and writing as well as grammar, pronunciation, spelling and vocabulary skills.

9. Special Educational Needs (SEN)

The school has a qualified Special Educational Needs Coordinator (SENCO) who is responsible for screening, developing learning plans and monitoring the needs of this group of children. We conduct periodic screening to identify children who are experiencing difficulty learning. In addition to screening we will also respond to concerns expressed by teachers and parents.

The SENCO gives additional support to children who need one-to-one help, support out of the classroom and assistance within the classroom. The children will be continually evaluated and targets and individual goals will be set.

10. Assessment / Examinations

As a school we use a variety of assessment methods, including formative and summative.

Formative assessment is about assessment for learning; this is accumulated from a child's performance in class, via both verbal and written work. The important thing is that it gives feedback to pupils so that they can move forward in their learning. Feedback must be meaningful to the student and therefore we try to mark and discuss work with the students so they can gain a true understanding of their strengths and areas they need to work on. Targets and goals are then set for the class, groups and/or individuals. Formative assessment gives the teacher a broad and fair balance of the student's performance. This largely affects the comments in the termly reports for the parents.

Summative assessment is also an integral part of our teachers' ongoing analysis. Tests are given periodically to determine at a particular point in time what students know and do not know. These include such things as spelling and formal tests. These tests help to demonstrate to a teacher if a child understands a subject.

At the end of each term the children will be tested in the academic subjects. These results are given as a mark out of 10 and are displayed in the Exam box in the reports.

10.1 Grading System

Effort

A grade is given to each child based on the amount of effort they put into their work/behaviour/attitude.

A = Excellent

B = Good

C = Average

D = Unsatisfactory

Achievement

.../10

Each subject is awarded a 'Grade' and an 'Exam' mark out of 10 on the termly reports.

The 'Grade' mark is an accumulation of weekly on-going evaluations and the 'Exam' mark is the result of the end of term exams, this is changed from a percentage to a score out of 10.

Below 5 is regarded as unacceptable.

If a child receives a mark below 5/10 the school council will meet to discuss whether the child will have the opportunity to re-sit the exam. Each child's circumstances are taken into account. The school will personally contact parents whose children are of concern and will work with them to help move their child forward in their learning process.

- ***If a child receives below 6.0, they are working below the expected level for their age***
- ***If a child receives between 6.0 – 7.5, they are working at the expected level for their age, they are achieving.***
- ***If a child receives above 7.5, they are working above the expected level for their age, they are exceeding expectations.***

Parents must take into account that every child is different and they achieve and progress at different stages throughout their schooling. The New 2014 English National Curriculum has produced much more demanding objectives and goals for the students to reach, especially in English and maths; this also needs to be taken into account by parents.

10.2 Reports

Parents will be able to access their child's report in October, December, March and June. The reports can be accessed online from the La Garenne website.

We encourage the parents to take the time to read the comments written by the teachers and staff. The Head Teachers will be happy to assist parents with further information if needed.

The Head Teachers remain at your disposal if you wish to discuss your child's report.

11. Secondary School Guidance

Please find below a list of schools that previous children have attended after La Garenne.

Switzerland	World
Institute Le Rosey	Oakham School, UK
International School of Lausanne	Eton College, UK
TASIS- The American School in Switzerland	Ecole des Roches, FR
Brillantmont International College	Gordonstoun, UK
Leysin American School	Papplewick, UK
Collège Beau Soleil	
Institut auf dem Rosenberg	
Aiglon College	

Here at La Garenne we will do our utmost to help your child secure a place in their chosen secondary school.

1. Please arrange a meeting with Mr. Fitzgerald to discuss your child's preferred secondary school.
2. We strongly advise parents to choose a minimum of four schools to apply to. La Garenne will work alongside the family in order to provide the school documents and prepare for the meetings and eventual entry tests.
3. An entrance test/interview will be organized if the application is successful. At La Garenne we can accompany your child to their test/interview but we encourage the parents to attend and visit the school before the final decision is made.

12. Life in School

In the second term, during the winter season, the children go skiing twice a week with instructors. The children leave after lunch and return by 16:30. The three other days of the week are slightly longer for the children depending on their age, their lessons continue until 18:30 and homework is given to the children on the days on which they are not skiing.

The timetables below give the parents an idea of how La Garenne's school day is set out for the three different sections of the school.

12.1 Timetable- Cubs

08:25		Bell rings, children are collected from the locker room
08:45	09:30	First lesson
09:30	10:15	Second lesson
10:15	10:25	Milk and snack
10:25	10:45	Snack/Break time
10:45	11:45	Third lesson
11:45	12:15	Eat lunch
12:15	13:25	Play time
13:30	14:15	Fourth lesson
14:15	15:00	Fifth lesson
15:00	15:30	Play time
15:30	16:15	Sixth lesson
16:15	17:15	Snack & Play time
17:15	18:25	Club
18:25	19:00	Dinner
19:00	19:30	Shower
19:30	20:00	Free time/reading
20:00		Bed time

12.2 Timetable- Minis

08:25		Bell rings, children go to class
08:45	09:30	First lesson
09:30	10:15	Second lesson
10:15	10:35	Snack/Break time
10:35	11:15	Third lesson
11:15	12:15	Fourth lesson
12:15	13:25	Lunch/Play time
13:25	14:15	Fifth lesson
14:15	15:00	Sixth lesson
15:00	15:15	Play time
15:15	16:15	Seventh lesson
16:15	17:15	Snack & Play time
17:15	18:25	Club or Homework
18:30	19:00	Dinner
19:00	19:30	Shower
19:30	20:30	Free time/reading
20:45		Bed time

12.3 Timetable- Juniors

08:05		Bell rings, children go to class
08:15	09:00	First lesson
09:00	09:55	Second lesson
09:55	10:45	Third lesson
10:45	11:05	Snack/Break time
11:05	11:55	Fourth lesson
11:55	12:45	Fifth lesson– English/French as a foreign language (EFL/FFL)
12:45	13:45	Lunch/Play time
13.45	15:00	Sixth lesson
15:00	16:15	Seventh lesson
16:15	17:05	Snack/free time
17:05	18:30	Clubs
18:30	19:00	Dinner
19:00	19:30	Shower
19:30	20:30	Homework
20:30	21:00	Reading/Free time
21:30		Bed time

13. Language of the School

At all times, the children are only allowed to speak in English or French. The children are able to take lessons and progress in their mother tongue during after school clubs and activities. La Garenne offers the opportunity for the children from Year 6 to Year 8 to learn additional languages. They can choose to attend the Japanese, Chinese, English, French or German club once a week.

14. Extra-Curricular Activities

The school provides a broad range of sports, arts and cultural activities taught by our creative and safety-conscious team of experts.

La Garenne offers a variety of sports activities for an hour and a half each day. We believe that it is important for all the students to take part in sports activities on a regular basis, as a healthy body and mind form the perfect partnership for a successful education in and out of the classroom.

The sports activities allow the children to learn about fair play and team building whilst developing their leadership skills; all of which they require in their future studies and careers. The sports activities are planned in accordance with the ages and capabilities of the students. Safety is always placed first and foremost with all the members of staff who are trained each year in First Aid and who all have their BLS and AED Swiss certificates.

Some examples of the activities practiced by La Garenne during the year:

Individual and team sports: football, basketball, volleyball, hockey, rugby, ultimate frisbee, baseball, tennis, swimming, badminton.

Adventure sports and mountain sports: hiking, climbing, assault courses and rope bridge walking, via ferrata, canyoning, orienteering, ice-skating, cabin-building, expeditions, camp fire evenings.

In winter: skiing, snowboarding, sledging, ice-skating, ice hockey, igloo-building, cross-country skiing.

Recreational activities and relaxation: trampolining, table tennis, cycling along the lakeside, cinema, laser game, giant maze, water park, bowling.

Cultural and educational: Museum visits (Olympic museum, food museum), historic visits (castles, historic villages), discovering Swiss traditions (cheese-making, chocolate-making, grape picking and bell-making), artistic activities (painting, music, classical concerts).

Fun and games: evening events (discos, costume parties), varied performances (dance, theatre, singing), large-scale mountain picnics and outdoor games (role-playing, treasure hunts), card tournaments, mountain evenings, chess tournaments.

15. Music, Drama & Art

La Garenne Drama Club

La Garenne Drama Club has been a success for many years. The club gives the children the opportunity to develop their self-confidence and performance skills such as dancing, singing and acting. Drama is an effective way of helping children to learn languages because it uses active teaching and learning styles that motivate and sustain the attention of children. Activities include role-play, drama games, improvisation, group discussions and individual or paired work. Drama provides opportunities for the children to hone the skill of co-operation, to enhance their mental concentration, to nurture their imagination and to grow in confidence. The children work together to prepare an end of year performance for the parents, comprising their singing, dancing and acting talents.

Art

Within the art lessons children develop their creativity and imagination by exploring the visual, tactile and other sensory qualities of materials. They begin to understand colour, shape, pattern and texture and use them to represent their ideas and feelings. The children create art using a wide variety of media including: crayon, paint, clay and paper. We encourage our children to be expressive and creative by studying art in the community, from different cultures and their own experience. When making, looking at, and responding to art: line, shape, form, colour, tone and pattern and rhythm are what the children focus on.

There is also an Art club; the children enjoy designing, making and building the set for the end of year show.

Music

Children are encouraged to express their creativity through regular singing, composing and performing. They are given opportunities to learn an instrument outside of the classroom along with whole class music tuition. The children experiment with recording software to create their own pieces of music, as well as work in groups and as a class, to make short video clips produced by our specialist teacher. Music teaching also follows the International Primary Curriculum (IPC), as does sport.

16. Clubs

The children have the opportunity to participate in a variety of after school clubs.

- Language clubs – Japanese, Chinese, Russian, English, French and German.
- Drama, Karate, Craft and Design, Cinema, Dance, Chess.

17. Private Lessons

Private lessons are available for the students who may find some of the subjects difficult in class and require extra help from a teacher. The lessons take place at either lunchtime or during the beginning of the afterschool activities. The lessons last for 30 minutes and are taught as a one-to-one with the tutor or in a small group. This is an ideal opportunity for the children to learn a new language, musical instrument, subject or sport.

There are private lessons available for all of the subjects taught in the academic programs such as English, French, mathematics, science, music, art or they can take private lessons if they have a personal interest, such as tennis, ballet or the piano.

Private lessons may be proposed to the parents from the child's teacher if the teacher feels the child would benefit from extra help in a particular area. Parents may also request private lessons for their children. All private lessons are determined by the Head Teachers.

18. The Points System

At La Garenne we pride ourselves on the fact that we are a school with strong family values. The children are brought up to respect the values and to behave accordingly.

We have implemented a points system to help the children understand if their behaviour has been good during the week. Each Friday the children are awarded 20 points and they are to try their best to keep them. During the week they may lose points for speaking in another language, which is not in English or French, behaviour in or out of the classroom, the tidiness of their lockers and bedrooms and their class work. The points system works well and the guidance helps the children to stay focused and know what is expected of them. It also allows us to congratulate the children who have worked well and behaved during the week, setting a good example for the other students in the school. For more information about the points system, please refer to the section on the website.

19. Accreditations

La Garenne School is a member of the following associations :

- AVDEP (Vaud Association of Private Schools)
- FSEP (Swiss Federation of Private Schools)
- Swiss Private School Association
- International Primary Curriculum (IPC)
- Cambridge English Language
- SGIS (Swiss Group of International Schools)

La Garenne has been certified by QSC (Qualify School Certification). Also, we are certified for the Cambridge Examination.