

INTERNATIONAL SCHOOL OF BÉARN

PRE-SCHOOL

PRIMARY

SECONDARY



Learning for Living in an International World

Welcome to the International School of Béarn (ISB).

This Brochure is your guide to the ISB. We hope it will be useful and provide you with the answers to your questions. It is designed to help you learn more about the vision, values, beliefs, aims and practices that contribute to the ethos of and life at our school.

Particularly as a school in which so many of our children have experienced a change of country, it is our belief that, ethos is perhaps the most important ingredient of being an effective school. Yet, to some it can appear to be something intangible and difficult to define. It is the climate, style, tone and atmosphere that come together to affect pupil performance. Ethos « Is what you feel in your bones about a school when you have been in it for some time ».

We are proud of the positive ethos of our school and encourage you to come and experience it for yourself. The factors (and beliefs) that imbue our ethos and provide a common thread throughout all of our teaching and learning include :

- A strong sense of identity and pride in our school (a good school has a sense of cohesion).
- A welcoming environment (a good school presents itself in positive ways).
- High pupil and teacher expectations (a good school expects the best of people).
- Strong and purposeful leadership (a good school is well managed).
- positive attitudes towards pupils (a good school motivates pupils through praise).
- working in partnership with parents and the community (a good school actively involves others).



Maria ELIAS

Head of ISB Pau

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PRESENTATION

**14 YEARS OF EXPERIENCE IN
PEDAGOGY : MORE THAN
40 NATIONALITIES PUT THEIR
FAITH IN US EVERY DAY.**

“ISB” opened in January 2003. A sustained and on-going period of investment in people and resources has enabled the school to expand and admit up to more than 250 pupils.

Our completed programmes of investment have ensured an expe-

rienced and professional staff, state-of the-art interactive whiteboards, well-stocked libraries and a plethora of modern teaching and learning resources.

We are the only school in the Béarn that offers an international Anglophone education.

We offer reassuring continuity for children who have previously attended international or English-speaking schools, whilst also providing an alternative for those parents who seek an international Anglophone education as a key to future opportunities.

More than 40 nationalities put their faith in us every day to help us offer an enriching and challenging experience within the wonderful backdrop of the Pyrénées (South of France).



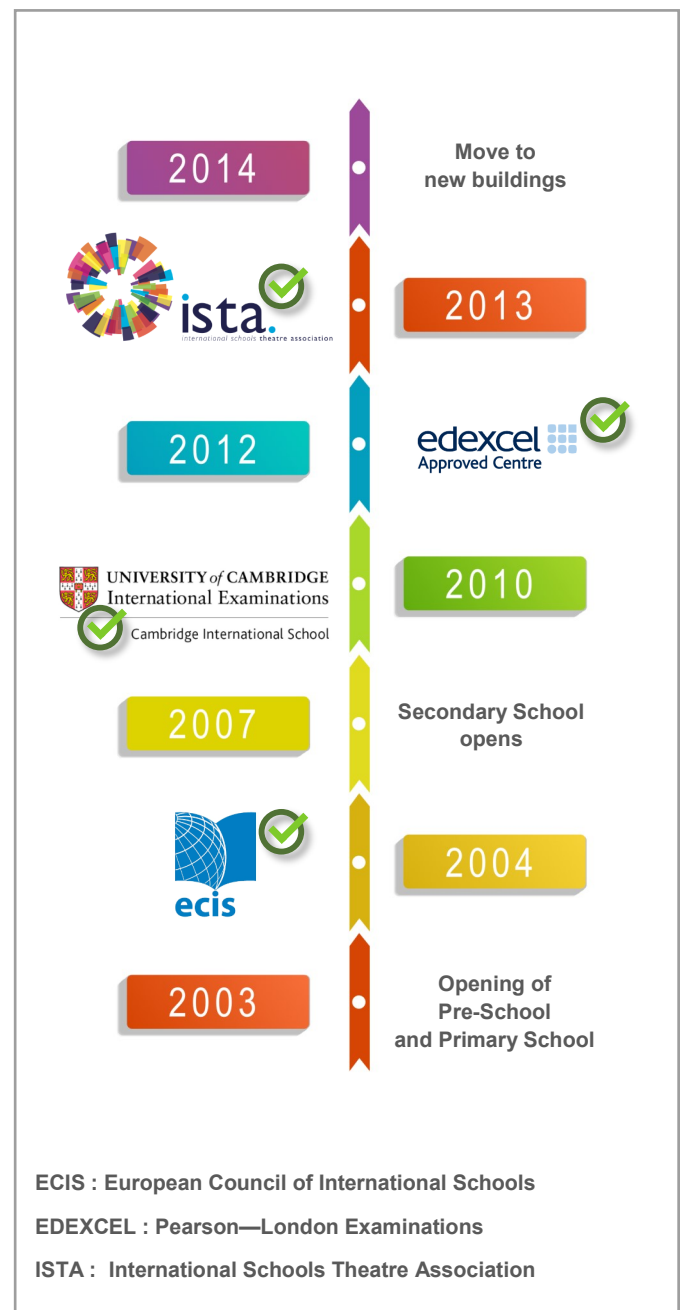
More than a simple school, a real human adventure.

Our children benefit from an enriching and challenging experience as they follow a broad and balanced programme, based upon the English National Curriculum, tailored to an international perspective.

Within our welcoming and caring atmosphere each person is respected as an individual. In keeping with this, every effort is made to respect the educational background and culture of each student.

We promote the essential human qualities which we believe are prerequisite to equipping our children to become internationally aware citizens :

- **Mutual respect**
- **Consideration**
- **Integrity**
- **Kindness**
- **Loyalty**
- **Self-discipline**
- **Independence and self-confidence**



**WE PROMOTE THE ESSENTIAL
HUMAN QUALITIES WHICH WE
BELIEVE ARE PREREQUISITE TO
EQUIPPING OUR CHILDREN TO
BECOME INTERNATIONALLY AWARE
CITIZENS.**



MISSION AND AIMS

THE WAY TO EXCELLENCE

Our vision of education demands that the International School of Béarn provides an education for the modern global world which is founded on the principles and values of

- responsibility
- respect
- understanding
- cooperation and justice

To structure our vision of resourceful, creative students, who know their own and others' worth and develop and operate as independent confident learners, we believe that the development of values and curriculum go hand in hand.

Individual skills and abilities should always be valued and nurtured in an atmosphere that provides support for each student's personal needs and which celebrates and respects all differences of nationality, culture and religion. In keeping with our vision and values, **admission is open to all students.**

To pursue our vision we guarantee a broad, balanced, relevant, international curriculum, which aspires to enable students to attain the knowledge, skills and understanding to take a full and active role as **citizens of an international world.**

Our programme is taught **in English** and is structured around an exciting academically challenging curriculum, dedicated to the growth of the individual and the realisation of human potential. We value the development of confidence and encourage children to make the most of their abilities

**WE VALUE THE DEVELOPMENT OF
CONFIDENCE AND ENCOURAGE CHILDREN
TO MAKE THE MOST OF THEIR ABILITIES.**

The school's aims are promoted within a happy and caring learning environment in which Parents, pupils, staff and the wider community play a full part. Naturally these aims should be read with close reference to our Mission Statement.

Broadly speaking the school aims :

- to ensure that all children secure a thorough grounding in the basic skills
- to ensure that all children's learning via the curriculum has breadth, balance and progression
- to provide suitable specialist teaching to the highest standards possible
- to provide opportunities for the development of children's interests through extra-curricular activities

“

Coming from a bilingual/bicultural family it was essential for us as parents to find a school that could help our children to develop their own identities in a stimulating learning environment.

Finding a school such as ISB was exactly what we were looking for. Small class sizes, motivated and inspirational teachers combined with an engaging curriculum have allowed our children to flourish.

The international environment at ISB is celebrated in a variety of ways and helped our children to meet other students from different parts of the World.

It's been a fantastic start in life for them helping them to develop as true global citizens!

Ludovic,

Father of Chloë and Sébastien

”

“

Congratulations to everyone who has been involved with ISB over the past 14 years but especially to Maria Elias without whom it would not exist. You persevered with your dream and have achieved incredible things. All the staff and pupils who have been a part of ISB over the years have experienced a really special place, and our family was lucky to be involved on both sides. We have amazing friendships which developed there and continue to flourish. The incredible thing for us to witness was the way in which children from so many different nationalities came together and enjoyed learning together and each of them has grown so much and are real citizens of the world. Well done ISB !!!

Fiona,

Mother of Bethany, ex grade 10 ISB

”

“

I wanted to give you an update on Muir's progress to University this year, yes the wee boy with the cheeky smile is now in Royal Holloway London, Surrey. He got 36 IB points with maths, physics and English Lit. as his HL subjects. He is doing Geology and his teacher at Uni has suggested he does his masters in Planetary Geology due to his level of Math. We are so proud of him and he is loving every minute of it. Peter and I would like to thank you and Marc for starting of his educational journey with such positivity and happiness. We will always have you in our hearts. Take care.

Mary et Peter,

**Parents of Muir and Bryce
First family at ISB in 2003**

”



CURRICULUM

The ISB currently offers education from Pre-school to Grade 13.

At all Grades the curriculum is firmly based upon the English National Curriculum and includes the core subjects of English, Mathematics, Science, Information and Communication Technology (ICT) and the foundation subjects of History, Geography, Music, Art, Drama, PE and French (for all years from Reception).

Daily french lessons are taught by french teachers. Students are divided into groups :

- those who are French mother tongue FLM (Français Langue Maternelle) are taught by a « professeur des écoles » who follows the official French program of the Education Nationale.
- Those who are learning French as a foreign language (FLE). They are divided following their level in French.

From an early age, a high priority is given to developing every pupil : the curriculum has been specially structured and organised to prepare the student at the school atmosphere as well as allowing him/her to grow in a pluricultural environment.

At the Pre-school stage, with particularly reference to the Early Learning Targets, the curriculum is based upon the

English Foundation Stage system. A happy well-structured environment is provided to enable children to explore and develop their social, intellectual and physical capabilities. The range of activities is designed to promote children's development and subsequent progression to the Reception Class.

At Secondary School, from Grade 7, a third language is also offered : Spanish.

THE CURRICULUM HAS BEEN STRUCTURED AND ORGANISED TO ALLOW THE STUDENT TO GROW IN A PLURICULTURAL ENVIRONMENT

ISB is a place which is very special to everyone who comes here, be it as a child, parent or a member of staff.

We are all very proud of our school and of the children's learning and achievements. We feel that we can offer your child a unique learning experience combining a broad experience of teaching while embracing the international culture of the communities that join us and of course the rich French culture that surrounds us.

ISB CURRICULUM

001

PRE-SCHOOL

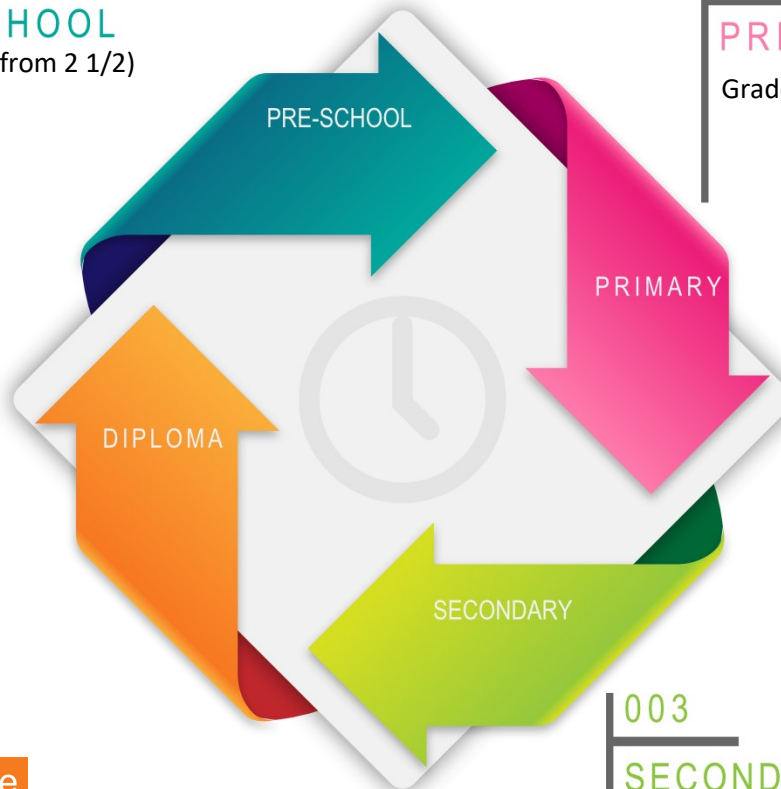
Early Years (from 2 1/2)

Reception

002

PRIMARY

Grades 1 to 6



004

Cambridge IGCSE

Students are admitted in the best
universities in the world

003

SECONDARY

Grades 7 to 13



International School Of Béarn Whole School Année 2016-2017

TEACHING GROUPS AND ORGANISATION

The school is split into Grades, which in the main match the National Curriculum Year Groups.

The maximum class size is around 20. Each child has a designated class tutor who has responsibility for his/her welfare. All class tutors are UK qualified professional teachers who usually have taught for at least three years in the UK.

In Primary School the majority of time is spent with class tutors. Subject teachers are used in the areas of French, Music, Art and Drama. French mother tongue teachers are employed to teach French.

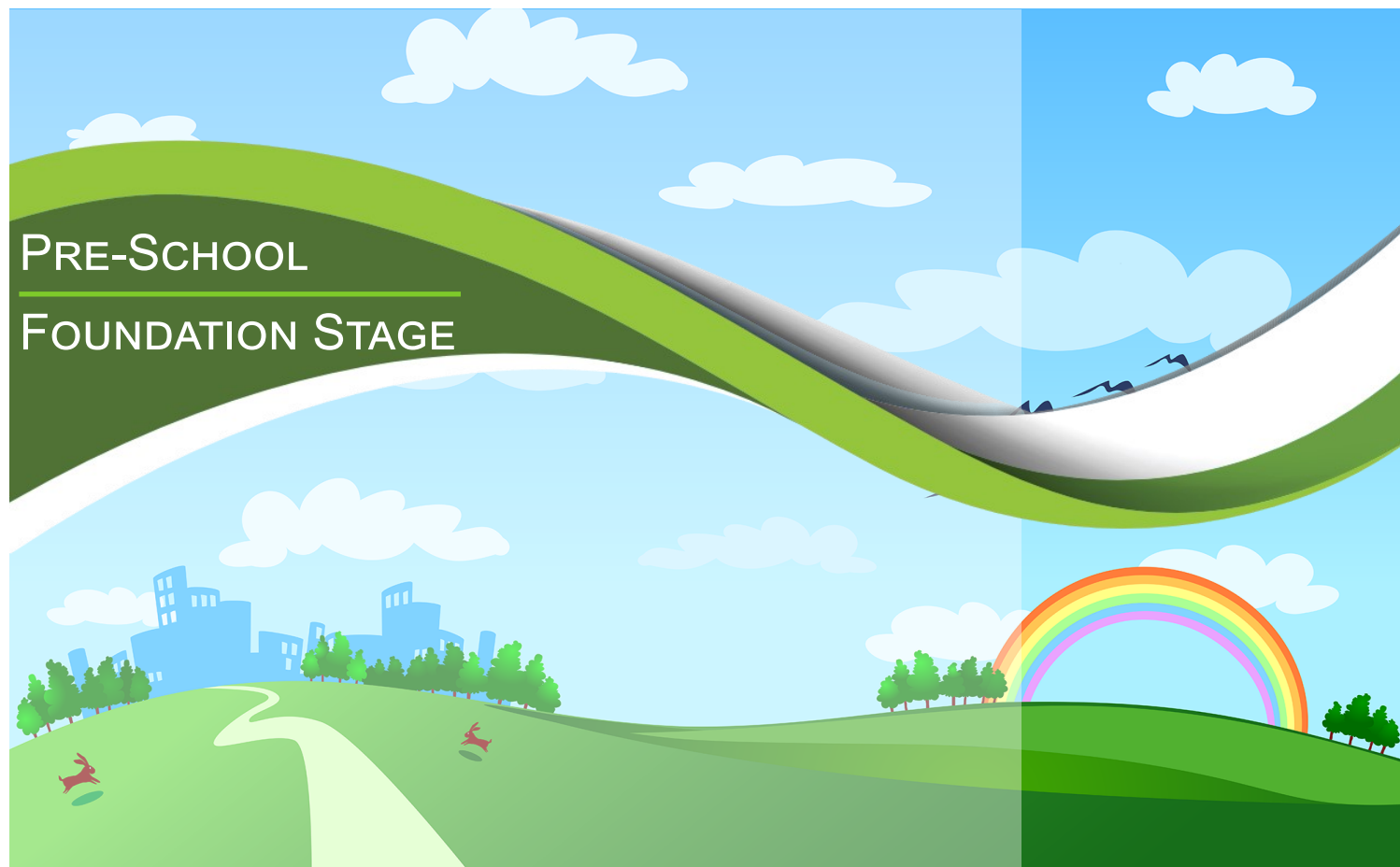
In Secondary School pupils are taught by a bigger number of subject teachers. However, as with earlier years, the close relationship of a personal tutor is maintained. In common with the rest of the school most lessons are taught in mixed ability groups although there is setting in French, English, Mathematics or Sciences.

During sport activities, such as tennis, swimming, wall climbing and athletics, the services of specialist teachers are engaged as required.



**ALL CLASS TUTORS ARE UK QUALIFIED
PROFESSIONAL TEACHERS WHO USUALLY
HAVE TAUGHT FOR AT LEAST THREE YEARS
IN THE UK.**

AGE (YEARS)	ENGLISH SYSTEM / ISB			FRENCH SYSTEM		
2 ^{1/2} - 4	PRE SCHOOL	Foundation Stage	Early Years	MATERNELLE		Petite section
4 - 5			Reception			Moyenne section
5 - 6	PRIMARY SCHOOL	Key Stage 1	Grade 1	ECOLE PRIMAIRE		Grande section
6 - 7			Grade 2			Cours préparatoire (CP)
7 - 8		Key Stage 2	Grade 3			Cours élémentaire 1 (CE1)
8 - 9			Grade 4			Cours élémentaire 2 (CE2)
9 - 10			Grade 5			Cours moyen 1 (CM1)
10 - 11			Grade 6			Cours moyen 2 (CM2)
11 - 12	SECONDARY SCHOOL	Key Stage 3	Grade 7	ECOLE SECONDAIRE	Collège	Sixième
12- 13			Grade 8			Cinquième
13 - 14			Grade 9			Quatrième
14 - 15		Key Stage 4	Grade 10		Lycée	Troisième
15 - 16			Grade 11			Seconde
16 - 17		6th Form	Grade 12			Première
17 - 18			Grade 13			Terminale



Pre-School welcomes students from the age of 2 1/2 and toilet trained.

Preschool includes three school years: **Early Years 1**, **Early Years 2** and **Reception**.

Classes start at 8.30 AM and finish at 3:15 PM every day except on Wednesdays, when students finish at 11:45 AM. It is possible for children in Early Years 1 to attend the morning session only from 8.30-11.30 AM

Young children naturally engage in play. In keeping with the philosophy of the Early Years Foundation Stage (EYFS) curriculum in England, learning and teaching in Pre-School at ISB is child centred and ensures play is the foundation of all learning experiences.

We foster the characteristics of effective learning as outlined in the EYFS framework :

- **"Engagement"** by playing and exploring
- **"Motivation"** through active learning
- **"Thinking"** by encouraging children to create and think critically .

Staff plan carefully, as a team, to ensure that the learning experiences and the learning environment we provide stimulates children's natural curiosity to ask questions, and find solutions.

Children are encouraged to take ownership of their learning by making choices of their own in their play, making good use of both the indoor and outdoor learning environments. They also have regular periods of more focused time with our experienced teachers and assistants throughout the day.

In addition, children have the opportunity to participate in activities led by our Art and Music specialists and the French



and EAL department.

We endeavour to cater for all learning styles by ensuring children have access to a wide range of sensory materials and technology (such as the Interactive Whiteboard and iPads) in their daily play sessions.



PRIMARY



The Primary School welcomes students (Grades 1 to 6) in small groups of up to 20 children per class. Classes start at 8:45 AM and finish at 3:30 PM every day except on Wednesdays, when students finish at 12:00 PM

ISB Primary offers a unique learning experience following the English National Curriculum while embracing the international culture of the communities that join us, and of course, the rich French culture that surrounds us.

Our curriculum offers our pupils rich and exciting learning opportunities designed to inspire them to do their very best. Instilled in our school philosophy is that every child is different and their individuality is valued, respected and celebrated within our school community.



**EVERY CHILD IS DIFFERENT AND THEIR
INDIVIDUALITY IS VALUED, RESPECTED
AND CELEBRATED.**



Our rich and balanced curriculum is delivered by experienced teachers with the support of teaching assistants in each class.

At the heart of the school is our EAL (English as an Additional Language) department which supports children with the learning of the English language at all levels of ability.



**THE MAIN AIM OF THIS SCHOOL IS TO
HELP OUR CHILDREN TO FULFIL THEIR
POTENTIAL IN ALL AREAS OF
DEVELOPMENT**

We actively promote the artistic subjects of Art, Music and Drama which help install a love and motivation for learning across all the subject areas.

The main aim of the school is to help our children to fulfil their potential in all areas of development and to grow into happy, effective, caring adults irrespective of background, ability or gender.



SECONDARY

Since 2007, ISB Secondary School has succeeded to grow very quickly and successfully because of our outstanding staff, innovative curriculum and unique community.

Innovation is at the heart of our philosophy : we believe children learn by doing, and all the staff is participating fully in their education.

Our new school building and our use of innovative technology reflects our commitment to encouraging and challenging our students to become inquisitive learners .

Under the compassionate guidance of our staff, we promote independent thinking that sparks imagination. Our goal is to prepare and inspire our students for the next stage of their life, be it in further education or elsewhere.

The close-knit ISB community is happy and vibrant. As colleagues, we enjoy working and collaborating together for the common goal of engaging all children.

We encourage our students to bring out the best in each other.

Secondary School at the International School of Bearn is accredited by both Edexcel Examinations board and Cambridge International Examinations.



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge International School

edexcel 
Approved Centre

**OUR GOAL : ENCOURAGING AND
CHALLENGING OUR STUDENTS
TO BECOME INQUISITIVE LEARNERS.**

Students in Secondary School at ISB follow subjects from the English National Curriculum, adapted to fit the needs of our international student community.

Key Stage 3 : Grades 7 to 9

In Grades 7 to 9 students follow a broad range of Key Stage 3 subjects : Art, Computing, Drama, English, French (Mother Tongue or as a Foreign Language), Geography, History, Mathematics, Music, Physical Education, Science and Spanish.

Key Stage 4 : Grades 10 to 11

Students in Grades 10 and 11 prepare for Cambridge International Exams (CIE) or Edexcel (I)GCSE examinations. They follow a 2-year programme that leads to examinations which are held in school at the end of the second year. The examinations are sent to the UK for grading and the results are published in early-August.

Students currently follow the following compulsory subjects :

- English Language or English as a Second Language
- Mathematics
- 2 Sciences (from Physics, Chemistry, Biology)

Optional subjects :

- History
- Geography
- Computer Science
- Art & Design
- Music
- French (Mother Tongue or Foreign Language)
- English Literature
- A third Science
- Spanish
- Business Studies

Key Stage 5 : Grades 12-13 (6th Form)

Students in Grades 12 and 13 prepare to take CIE or Edexcel AS and A Level qualifications in subjects of their choice. They follow a 2-year programme that leads to AS and A Level examinations.

In most subjects the AS level constitutes the first part of the full A Level programme and is currently examined at the end of



Grade 12. The second part (called A2) is followed in Grade 13 with the final examinations being held at the end of the year.

These examinations are recognized, and give access to universities in many parts of the world .

DEFINING ACHIEVEMENT



Our school has a culture where achievement is valued.

As a school we wish to enable children of all abilities to realise their full potential and gain the sense of fulfilment that this may bring.

Therefore, we aim to develop 4 key aspects of children's achievement :

- the capacity to remember and use facts. This aspect concerns the type of achievement that public examinations tend to measure
- practical and spoken skills. This aspect concerns the practical capacity to apply knowledge
- personal and social skills. The focus here is on a pupil's capacity to communicate with and relate to others. It also concerns personal characteristics such as initiative, self-reliance and leadership potential
- motivation and self confidence. This concerns a pupil's self-image and ability, for example, to persevere in the face of difficulties

these four aspects of children's achievement for life in today's global economy.

Clearly students, need a vast and diverse set of 21st century skills and knowledge, including, but scarcely limited to reading, mathematical and scientific understanding and application, and social studies.

Digital age literacy (use of IWB and iPads), inventive thinking, effective communication, higher order problem-solving skills and high productivity are 21st century skills that children need to acquire.

With an eye on tomorrow, our broad definition of achievement recognises the fact of an ever changing information economy.



In keeping with our school motto, '**Learning For Living in an International World**', we believe that we need to develop

EXCEPTIONAL MEANS



ISB has exceptional means to allow its students to evolve in an optimal context.

Since the arrival in the new premises in January 2014, the school offers to its students more than 17 000m² of space devoted to teaching :

School Building for Foundation and Primary (1500m²)

- Wing dedicated to Early Years section (2 classes: Early Years 1 & Early Years 2)
- 7 classrooms (Reception class & Grades 1 to 6)
- 2 libraries
- 1 music room & 1 art room
- 1 atrium
- 1 datacenter
- 1 uniform shop

Secondary school building (2000m²)

- 3 science labs and a preparation room
- 2 English classes
- 2 classes of mathematics
- 2 history classes and geography
- 3 classes of French
- 1 Spanish class
- 1 computer room
- 1 library
- 2 halls & a class for 6th Form

A lunch room

A multisport field (basketball / handball / football / volleyball)

3 playgrounds (Pre-school / Primary / Secondary)



NEW TECHNOLOGIES

Information and communication technologies (ICT) have revolutionised almost every aspect of our private and professional lives. At ISB, we are convinced that the integration of these technologies is an essential element in the pedagogical role.

Students must be able to navigate a complex digital environment in order to participate fully in the economic, social and cultural life of the world around them.

At ISB, we teach students to become thoughtful consumers of Internet services and digital media, helping them make tactical choices.

Based on an in-depth reflection on digital practices and after a successful experience of several years, the teams of ISB made it possible by combining technology with the traditional methods to optimise the teaching and thus have a tool performing at the forefront of progress :

- All classes are equipped with Interactive WhiteBoards controlled by computers and iPads
- All buildings have WIFI coverage allowing access to school resources and the Internet for information retrieval in the context of digital activities
- ISB has a lab devoted to information technologies for learning the different tools and techniques

related to the curriculum

- Each student receives a personal iPad as soon as they enter Grade 3 (Pre-School, Grade 1 and Grade 2 classes are also equipped with iPads but children do not take their devices home).



**WE TEACH STUDENTS TO BECOME
THOUGHTFUL CONSUMERS OF INTERNET
SERVICES AND DIGITAL MEDIAS, HELPING
THEM MAKE TACTICAL CHOICES**

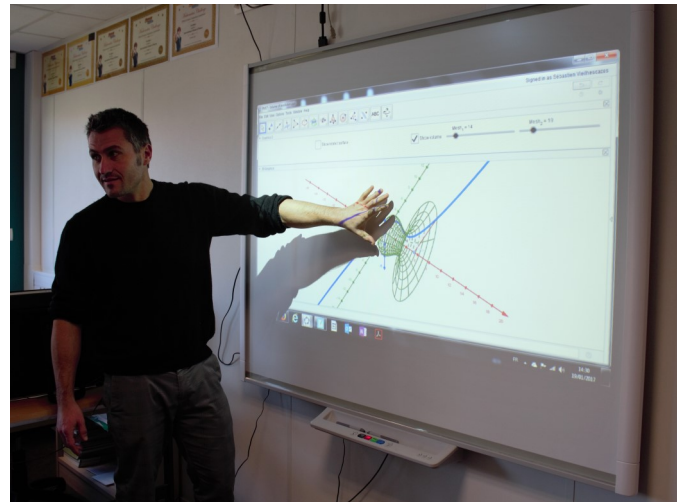
KNOWLEDGE AT THE FINGERTIPS

New technologies allow teachers and students to access beyond what textbooks can offer them, in multiple formats and without constraints of space or time.

They provide excellent collaborative platforms for knowledge creation, through which teachers can share and enrich their learning resources.

Technology can be used in the service of new pedagogies, placing learners at the heart of active learning, by providing tools for investigative learning methods and collaborative workspaces.

It can thus reinforce learning from experience.



TECHNOLOGY CAN BE USED IN THE SERVICE OF NEW PEDAGOGIES PLACING LEARNERS AT THE HEART OF ACTIVE LEARNING



AFTER SCHOOL CLUBS

EDUCATIONAL VISITS



Our school continues to live long after the final bell.

For those wishing to enrol, a great variety of enriching extra-curricular clubs is offered which provide an opportunity for developing new skills and extending talents : Judo, Computers, Cricket, Chess, Musical Dance, Football, Rugby, Netball, Basket, Circus school, Creative arts, Guitar, etc.



Educational visits, both day and residential, are a strong feature of the curriculum. These visits make full use of the beautiful local environment and may include visits to local museums, farms and parks. Children also benefit from visits by local experts and services.

Each year we provide the opportunity for two residential trips : one in the Pyrénées and another one at seaside. These activities are optional, but attendance is strongly encouraged as such trips provide numerous intellectual, physical and emotional benefits.

As part of our curriculum, for one afternoon per week, from Grade 1 onwards, we provide a Physical Education activity with professional coaching. In the Autumn Term this is a period of Sports which includes tennis tuition or gymnastics, in the Spring Term we go swimming or golf and in the Summer Term we have athletics lessons.

The lower school has their own sequence of regular educational visits to a local farm, to a Pony club or to the Circus School.



**ONE AFTERNOON PER WEEK, WE HAVE A
PHYSICAL EDUCATION ACTIVITY WITH
PROFESSIONAL COACHING**



ASSESSMENT

Assessments are made to determine and improve the capabilities, proficiencies, achievements and talents of each child in all sections of the school.

A variety of assessments, both formal and informal are completed throughout the year. At all times, staff try to inform the class group or individual the purposes of the work being set and how success will be measured. Results of all assessments are shared with the child and formal assessment results recorded in individual record files.

Mid-year (January) and at the end of the Summer term all parents will receive a report for each of the curriculum subjects for their child. These summarise achievement

made and set targets for future improvement and development. Staff marks pupil's work on effort and attainment.



PRIME AREAS OF LEARNING		ATTAINMENT	EFFORT
COMMUNICATION AND LANGUAGE [CL]	Listening and Attention	WA	G
	Understanding	WA	G
	Speaking	WA	G
PHYSICAL DEVELOPMENT	Moving and Handling (Gross Motor e.g. hops)	WA	G
	Moving and Handling (Fine Motor e.g. pencil)	WA	G
	Health and Self-Care	WA	G
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Self-Confidence and Self-Awareness	WA	G
	Managing Feelings and Behaviour	WA	G
	Making Relationships	WA	G
LITERACY	Reading	WA	VG
	Writing	WA	VG
FRENCH (Ms Eurydice LACRUZ)	Speaking/Listening	WA	G
	Reading/Writing	WA	G
	Class Participation	WA	G
FRANCAIS LANGUE MATERNELLE [FRENCH FLM] (Ms Murielle BONIFACY)	Reading		
	Writing		
	Speaking		
	Listening		
	Class Participation		
MATHEMATICS	Numbers	WA	G
	Shape and Space	WA	G
UNDERSTANDING THE WORLD	People and Communities	WA	G
	The World	WA	G
	Technology	WA	G
EXPRESSIVE ARTS AND DESIGN	Exploring and Using Media and Materials	WB	VG
	Being Imaginative	WB	VG
	Art (Ms Sara HEATH)	WA	G
	Music (Ms Kate SAVE)	WA	G
SPECIFIC AREAS OF LEARNING		ATTAINMENT	EFFORT
CHARACTERISTICS SUPPORTING EFFECTIVE LEARNING	Playing and Exploring	WA	G
	Active Learning	WA	G
	Creating and Thinking Critically	WA	G

HOMEWORK POLICY

Homework is an integral part of our curriculum. The nature and amount of homework varies according to the age and individual needs of the pupil and activity being undertaken. All Grades in Primary are encouraged to read for at least 20 minutes each day.

The school sets four main aims for its homework policy :

1. to develop the very useful habit of regular unsupervised work
2. to extend the amount of time available for study
3. to enable the children to follow further interests they have developed in school
4. to encourage greater parental awareness of and involvement in their child's learning

Homework will only be most effective if all concerned understand the pattern and format of all activities. iPads and Frog Internet Website provide a means of communication between school and parents.

We are conscious of the fact that homework tasks need to be worthwhile and that children often have many outside interests which they and parents are keen for them to follow. We are very keen to get the right balance, both in the amount and the type of homework that children are given.





VALUES AND POLICIES

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos of our school and with the SEAL (Social Emotional Aspects of Learning) program because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy and School Rules.

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly.

The school behaviour policy is therefore designed to encourage the way in which all members, pupils, staff and parents can work together in a mutually supportive way.

It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.



UNIFORM



The ISB requires pupils to wear school uniform (from Reception).

In fact, the wearing of school uniform aside from the practical benefits is an integral part of the ethos of the school : despite our different backgrounds and origins, at school we are all considered one and the same.

The uniform, based on the English standard Uniform, is appropriate and comfortable and helps to give children a sense of belonging to and pride in the school community.

Uniform can be ordered through the school's uniform shop inside ISB buildings. Uniform Shop is opened every Tuesdays and Fridays from 08:30AM to 09:30AM.

We have adopted a strict code of dress which we ask parents to follow when enrolling the children at our school.

We are very proud of our school and the image that are smartly dressed children portray.

We strongly believe that being proud of your own appearance contributes to a good self-esteem and a sense of selfworth. This goes a long way to helping our students grow up as young confident individuals.

**DESPITE
OUR DIFFERENT
BACKGROUNDS AND
ORIGINS, AT SCHOOL
WE ARE ALL
CONSIDERED ONE
AND THE SAME**



Eco-SCHOOL



ISB is very concerned by the importance of environmental issues at local and global level. Concerned about its ability to preserve resources and improve the quality of life of its students and teachers through a concerted management of school buildings, the school has been committed for several years to developing educational programs and activities promoting knowledge and implementation of a sustainable development policy.

Since 2014, ISB has undertaken to build and carry out the Eco-School program coordinated in France by the French Office of the Foundation for Environmental Education in Europe (of-FEEE).

The objective of this program is to help students to understand the world better around them and to acquire the skills to participate and flourish with a full awareness of the role we have to follow.



Schools participating in Eco-School projects have the possibility to work each year on one of the **7 themes proposed** : food, biodiversity, waste, water, energy, health and solidarity.

A methodology in seven steps

The projects are structured around seven essential steps that guide participants throughout the school year :

To bring together the steering committee : open to the whole educational community, the steering committee meets to define in a concerted way the orientations of the project. It brings together teachers, school management, students and their parents, elected representatives, community representatives, local associations, suppliers and service providers, local residents, etc. The variety of profiles and points of view enriches the project

To carry out the diagnosis : before acting, it is important to know the initial state of the school in relation to the chosen theme. The diagnosis allows to know the points to improve and thus to realize a project tailor-made.

Define and implement the action plan : from the observations made during the diagnosis, avenues of improvement and awareness are envisaged. They determine the agenda of the actions for the year.

Measure and evaluate : accompanied by the staff, students regularly check and measure the progress and impact of the actions implemented. The results thus made visible make it possible for everyone to realise that they can make a difference.

Establishing links with the subjects taught : teachers accompany the project by associating it with a genuine pedagogical approach. The project is thus linked to the school curriculum in the different lessons.

Involving the whole school and the community : the Eco-School project is not the work of a small group but involves the whole school and is opened to local partners who wish to do so.

Engaging with creativity : throughout the year, the project's stakeholders are invited to use their creativity in the service of the project. At the end of the year, an exhibition of the achievements makes it possible to anchor in the memories the changes that have taken place.



Food



Biodiversity
Nature



Waste



Water



Energy



Health
Wellbeing



Solidarity

ISB PARENTS



PARENTS EVENINGS

Our school is committed to working in partnership with parents to ensure every child can succeed whatever their ability, interest or talent. Developing a positive relationship between parents, children and the school is an essential element in any child's education.

To keep parents informed about their child's progress, parents are invited to school each term. Throughout the school consultations are made with the class tutor, there are also opportunities to meet and discuss the progress of

your child with subject teachers.

Day to day contact with parents and teachers is maintained through the child's home school diary and through informal contact at the school gate. Official appointments may be made through the school office



THE DIGITAL CLASSROOM

ISB opted for the choice of the e-learning platform **FROG**. This comprehensive suite of education tools offers numerous modules for architecting, animating and illustrating courses.

It is also a simple and effective way to enable parents to become actively involved in learning their children ensuring

that the communication links between the school and the home remain fully open .



PTA - PARENTS TEACHERS ASSOCIATION

The PTA provides a very valuable service to the school community, organising self-help projects, social events and services to assist new arrivals.

The work of the PTA has been invaluable to the growth and development of our school. In the past three years money raised by the PTA has been used for sports

equipment, books for the Library, playground equipment and for children's prizes.



ADDITIONAL SERVICES

CHILD-MINDING

ISB offers a child-minding service until 18:00PM.

We are unable to care for children who arrive before 08.30. Similarly, unless a prior arrangement has been made, pupils should be collected from school within ten minutes of the end of the school day. If children have attended an extra-curricular club which finishes at 16.45, they should be collected by 17.00. There's a child-minding service until 18.00. For child protection

purposes, unless prior written notification has been received, children will not be released into the care of anyone other than a parent or nanny who is known to the school.

HOT LUNCHES

There are three, Grade dependent, lunch sittings 11:45AM, 12:15PM or 12:45PM. Unless parents have subscribed to the delicious hot dinner service (provided by a local French restaurant!), children bring packed lunches. Snacks may be provided for break times. Healthy food choices are clearly preferable, but fizzy drinks and chewing gum are not permitted.

CLUBS

ISB offers a number of extra-curricular activities in "clubs" to supplement the academic courses and to provide opportunities to nurture individual talent and personal development.

Clubs take place after school from 15:45 to 16:45 :

- Gardening
- Guitar
- Interactive games
- Ecology
- Sciences / Mathematics / Computers
- Rugby / Hockey / Judo / Basket / Cricket / Football

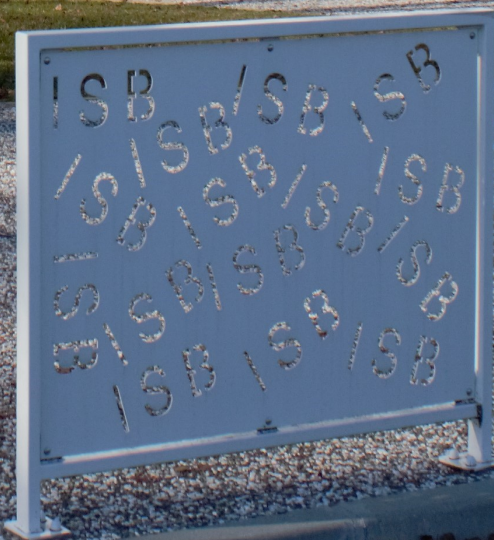








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