Ref.: **2020-01-D-5-en-3**

Orig.:EN

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Dossier of Conformity, N-S5: International European School, Warsaw

Approved by the Board of Governors by Written Procedure 2020/27 on 7 May 2020

Section 1: General information

1. **Contact information**

|  |  |
| --- | --- |
| School name | International European School, Warsaw |
| Address | ul. Wiertnicza 14002-952 WarsawPoland |
| Phone | 00 48 22 842 44 48 |
| Fax | 00 48 22 842 44 48  |
| Email  | ies@ies-warsaw.pl |
| Website | www.ies-warsaw.pl |

**b. School status**

|  |  |
| --- | --- |
| State | No |
| Private (please provide details) | Yes.International European School Sp.z o.o. is a limited liability company owned by 3 shareholders. The owners are Mr. Adam Mazowiecki, Mrs. Anna Świętochowska and Mr. Zdzisław Kocyk. The company does not conduct any other activities than educational activities. |
| Mixed (please provide details) | No |

**c. Reason for the introduction of European Schooling**

Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:

The Accredited European section of the International European School will be a part of the already existing school which has the status of a non-public school and provides education to students aged 3 to 18. The Accredited European section will comprise of Nursery (N1 – N2), Primary (P1 – P5), and Secondary (S1 – S5). The teaching levels will be gradually catered for by the school.

Schools in the Polish system consist of 8 years at primary level and 4 at secondary level.

|  |  |
| --- | --- |
|  | Please give details |
| European Institution or Agency [x]  | By signing, in Warsaw on 9 March 2017, the Headquarters Agreement between the Republic of Poland and the European Border and Coast Guard Agency (Frontex), Poland was committed to provide access to educational facilities for children of Frontex staff and to establish a European School or an Accredited European School.In order to implement the provisions of Article 14 of the Agreement, measures have been taken to establish in Warsaw an Accredited European School capable of providing education to the children of Frontex staff residing in Warsaw. Providing European education is of particular relevance with a view of ensuring and facilitating these children's mobility within the European Schools system. |
| International Institution [ ]  | N/A |
| Other [ ]  | N/A |

**d. Students**

At this stage of the process, it is not possible to determine the number of pupils with certainty. The table below shows the projections of the number of pupils in the different cycles over the next 5 years:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2020 | 2021 | 2022 | 2023 | 2024 |
| Nursery |  24 | 30 | 60 | 110 | 110 |
| Primary |  125 | 140 | 180 | 310 | 310 |
| Secondary |  35 | 50 | 80 | 160 | 180 |
| TOTAL |  184 | 220 | 320 | 580 | 600 |

The school will provide free of charge priority enrolment to children considered as EU staff pupils as foreseen in article 2(3) of Commission Decision C(2013)4886 of 1 August 2013.

**e. Management**

|  |  |  |
| --- | --- | --- |
| Role *(can be renamed)* | Name | Qualifications  |
| Director | Katarzyna Zalewska | - master’s degree in Early Education (Foundation and lower primary)- postgraduate diploma in Educational Management- 14 years of experience working in school management structures- 18 years of experience in international teaching- 28 years of classroom teaching experience |
| Deputy director  | Sara Abu El Riesh | - a degree in Medicine - postgraduate diploma in teaching English as a second language - 14 years of experience working in school management structures- 20 years of experience in international teaching- 20 years of classroom teaching experience |
| Head of Polish section | Agnieszka Wronowska | - master’s degree in Polish Philology- 2 years of experience working in school management structures- 5 years of experience in international teaching- 5 years of classroom teaching experience |
| Head of English section | Stewart Cogle | - master’s degree (Hons) in Modern History- PGCE Primary- 5 years of experience in international teaching- 15 years of classroom teaching experience |

In the future the management structure will expand together with the growth of the school as well as opening more secondary classes. The school will appoint separate Heads of Primary and Secondary as well as Coordinators for the different subject areas.

**f. Connected authorities[[1]](#footnote-1)**

|  |  |
| --- | --- |
| Name of authority and its connection to the school | Members (names and functions) |
| International European School Sp.z o.o. (Limited Liability Company) - owner | Adam Mazowiecki – Chairman of the Board |
| Anna Świętochowska – Board Member (accountant) |
| Zdzisław Kocyk – Board Member |

**g. Monitoring**

Will the school be inspected or monitored by national inspectors or other authorities?

[x]  Yes

[ ]  No

If yes, please describe the main principles of this inspection/monitoring.

The pedagogical supervision shall be exercised in compliance with the Polish Law on School Education by the Mazovian Education Superintendent as well as regulations of the European Schools by the Polish inspectors for the European Schools.

Pedagogical supervision executed by the Superintendent covers:

1. observing, analysing and assessing the educational process and results of teaching, pedagogical and childcare activity, as well as any other statutory activity of schools;
2. assessing the state and conditions of teaching, pedagogical, childcare activity and any other statutory activity of schools;
3. providing support to schools and teachers in executing their teaching, pedagogical and childcare tasks;
4. inspiring teachers to improve existing or implementing new solutions in teaching, by applying innovative program, organizational or methodological actions, which aim is to develop pupils competences.

The role of the Polish inspectors for the European Schools is to provide advice and support for the management of the school, teachers, parents and pupils on educational matters, in line with relevant regulations of the European Schools.

Section 2: Pedagogical Equivalence

1. **Summary**

What part of the school is devoted to European Schooling? [ ]  Whole part

 [x]  Section / part of school

If ‘section/part of school’, please explain.

The Accredited European School will be a separate section run alongside the other existing sections (following the Polish, British and IB Diploma programmes of study). The Accredited European School will follow the European Schools curriculum and will be run in accordance with the relevant regulations governing European Schooling. Students from the different sections will naturally be mixed with the other sections wherever there’s a need or where the program of study allows it. All students will be celebrating and planning the same events and participating in the same extra-curricular activities and clubs as long as these meet the European Schooling aims and objectives.

1. **Organisation of European Schooling**

i. Complete the table below to show which teaching levels are planned.

At this stage in the process, it is not possible to determine the number of pupils. The table below shows the expected target for the opening, in September 2020. The given numbers of students are based on data provided by the Agency (Frontex).

|  |  |  |
| --- | --- | --- |
| Year group | Planned year of first opening | In which sections?How many students? |
| Nursery | 2020 | [[2]](#footnote-2)Polish | English |  |
| [[3]](#footnote-3) 12 | 12 |  |
| Primary 1 | 2020 | Polish | English |  |
| 10 | 15 |  |
| Primary 2 | 2020 | Polish | English |  |
| 10 | 15 |  |
| Primary 3 | 2020 | Polish | English |  |
| 10 | 15 |  |
| Primary 4 | 2020 | Polish |  English |  |
| 10 | 15 |  |
| Primary 5 | 2020 | Polish | English |  |
| 10 | 15 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Secondary 1 | 2020 | Polish | English |  |
| 5 | 10 |  |
| Secondary 2 | 2020 | Polish | English |  |
| 3 | 10 |  |
| Secondary 3 | 2020 | Polish | English |  |
| 2 | 5 |  |
| Secondary 4 | 2021 | Polish | English |  |
| 2 | 5 |  |
| Secondary 5 | 2022 | Polish | English |  |
| 2 | 5 |  |

ii. If some teaching levels are not provided by the school, please explain links to other schools which do provide this missing provision:

As of September 2020, the School will provide European schooling in nursery school (N1- N2), primary school (P1-P5) and secondary school (S1-S3). In September 2021, the School will add another class in the secondary section (S4). In September 2022, the school is planning on opening a secondary 5 class (S5). Next, the School will open a secondary 6 class in 2023. It is planned that students will be taking the first European Baccalaureate exam in 2025.

During the transitional period, the children (age group S4-S7) are planned to be provided with education in the existing structures of the School, offering teaching in English, at the same time providing Polish students with Polish language lessons as well as Polish history and geography lessons, and providing foreign students with Polish as a foreign language (HCL).

Students joining the existing Year 9 and 10 in High School in the international section (equivalent to S4 – S5), will follow the Cambridge Assessment International Education curriculum enabling them to sit the British International General Certificate of Secondary Education (IGCSE) at the end of year 10. Students joining Years 11 and 12 in the international section (equivalent to S6 and S7 in the European schooling system) will have the choice of following either the British curriculum and sit their Advanced Level exams in Year 12 or follow the IB diploma curriculum and take the International Baccalaureate exams in their final year (Year 12).

In addition, Warsaw offers a wide range of multilingual educational institutions ranging from nursery to primary and secondary schools. At the same time, there are a number of primary and secondary schools with bilingual classes that provide teaching in English, French, German or Spanish.

iii. Will you offer the European baccalaureate[[4]](#footnote-4)? [x]  Yes [ ]  No

Planned date of first Baccalaureate exam session: Summer 2025

1. **Languages**
2. Language sections

*Article 4.1: It offers a minimum of two language sections, including at least one in either English, French or German and one in any other L1 accepted in the European Schools system, ordinarily that of the host country. Any deviation from that provision shall be mentioned in the Dossier of Conformity and be brought to the attention of the Joint Teaching Committee and the Board of Governors by the Secretary-General. Each deviation shall be expressly agreed upon before, where appropriate, an opinion is expressed or a decision is reached.*

|  |
| --- |
| Section in vehicular language: [ ]  DE [x]  EN [ ]  FR |
| Section in host country language, if different from vehicular language (please specify) | Polish |
| Section in other language (please specify) |  |

If deviating from article 4.1, please state how and why.

N/A

1. Provision of a first foreign language (L2)

*Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.*

Will the school offer English, French and German as L2?

[x]  Yes

[ ]  No

If no, please provide a justification here. N/A

1. Language of the country (Non-binding objective)

Do pupils learn the language of the country in which the school is based?

[ ]  Yes, compulsory

[x]  Yes, optional

 [ ]  No

1. Which L1s, not covered by the language sections offered, do you anticipate having in your student population?

Hungarian, Italian, Portuguese, Romanian, Slovenian and Spanish

1. L1 and language support

*Article 4.2: It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.*

Will L1 provision be made for students who do not have their own language section?

 [x]  Yes

[ ]  No

If yes, under what conditions? E.g. minimum class numbers

L1 courses will be offered to all children without their own language section if there are at least 3 students who need to follow the course in nursery and primary combined or in secondary school.

When this minimum threshold has been achieved, primary and secondary school students will be offered 5 lessons a week of their language (30 min/lesson for P1-P2, and 45 min/per lesson for P3-S3). L1 lessons will be offered to SWALS when their classmates will be having their L1 lessons.

If yes, how do you plan to provide this tuition?

|  |  |
| --- | --- |
| Provider | Frequency |
| Teacher at the school [x]  | 5 lessons per week |
| Distance learning techniques [x]  | 2-3 sessions depending on arrangements with tutor (will be offered only if class-room teaching is impossible) |
| In cooperation with the European Schools [x]  | In case there is a problem with providing the above 2 solutions |
| In cooperation with other school or embassies [x]  | In case help is needed in finding a teacher |
| Other (please specify) [ ]  |  |

*Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.*

Will the school organise language support for the pupils without their own language section to learn the language of the section which they join?

[x]  Yes

[ ]  No

If yes, under what conditions?

Language support will be provided to students identified in need for such assistance. This will mainly apply to students joining the English section whose English is weak or need to catchup. The following are the possible strategies that the school will use should in-class differentiation not be enough:

\*1-2 extra lessons a week in small groups depending on the student’s level of English as well as the area of help needed

\*In-class language support - the English language support teacher will be working with these students in the class during main English lessons

\*From time to time, as needed, the student needing help will be taken out from their main English lesson by the English support teacher for individual support

Language support will be provided for as long as it is needed. Students’ progress will be assessed regularly to ensure that the support they are getting is efficient.

If yes, how do you plan to provide this tuition?

|  |  |
| --- | --- |
| Provider | Frequency |
| Teacher at the school [x]  | Please, see above |
| Distance learning techniques [ ]  |  |
| In cooperation with the European Schools [ ]  |  |
| In cooperation with other school or embassies [ ]  |  |
| Other (please specify) [ ]  |  |

1. Subjects taught through the L2 up to S5

As European Schools [x]

Other (please explain) [ ]

1. Subject taught through the host country language (HCL) up to s5

*According to the ‘Organisation of Studies’ of the European Schools (2011-01-D-33-en-9) Article 2.5 b, Art, Music and PE can be taught in EITHER the L2 or the host country language (HCL). However, in compliance with 2019-01-D-19, students must be taught Art, Music and PE in a language that they already study.*

As European Schools [x]

Other (please explain) [ ]

1. L3 (second foreign language) and L4 (third foreign language)

*Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.*

Will the school make any exception to the regulations in place in the European Schools for L3 and L4 language learning provision?

[ ]  Yes

[x]  No

1. **Pedagogical content**

i. If the school will vary from the European School curriculum in the years N-S5, please state what variations will occur and why.

N/A

ii. If the school will deviate from the European School syllabi in any subject in the years N-s5, please fill in the table below (which may be enlarged if necessary.)

|  |  |  |  |
| --- | --- | --- | --- |
| Subject involved | Year group(s) involved | Description of deviation | Reasons for deviation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Schedules

How long are lessons?

30 minutes in Nursery (N1-N2) and in Primary (P1-P2)

45 minutes in Primary (P3-P5) and in Secondary (S1-S5)

How many teaching days per year? 180 days

Annex 1 gives a generic schedule i.e. subjects and numbers of hours only, for:

Nursery

Primary 1

Primary 3

Secondary 3

Secondary 5

**e. Communication with parents**

|  |  |
| --- | --- |
| Type of communication | How frequently? |
| School reports Yes [x]  No [ ]  | 4 times a year  |
| Meetings Yes [x]  No [ ]  | 5 times a year \*Introductory meeting at the beginning of the school year\*Parent-teacher meetings in November, February and April\*Meetings with parents whose children might be at risk of failing in early May\*Regular meetings with parents of children with special educational needs – as needed |
| Email Yes [x]  No [ ]  | As many as needed |
| Post Yes [x]  No [ ]  | Only in special cases (e.g. posting of legal documents in accordance with Polish law) |
| Newsletter Yes [x]  No [ ]  | Once a month |
| Website Yes [x]  No [ ]  | On regular basis  |

The school has an intranet platform which provides all parents with direct contact, through an efficient mailing system, to all staff teaching or taking care of their children. Teachers have duty hours in their weekly timetables and parents can request a meeting with any staff member and schedule for such meetings as many times as needed.

**f.** **Links with the European Schools system**

Please outline here, briefly, any links that the school already has with the ES system.

The school sent 2 delegations to attend AES Network Conferences, one of which was held in Helsinki in September, 2018, and the other in Marseille in September 2019.

The Accredited European School of the Hague offered support and assistance in case the school needed it and the school is planning to arrange sending a delegation (members of management, teachers and administrative staff) to visit the school in the Hague.

The School will be sending staff regularly for training offered by the European Schools.

In the future, the Accredited European School in Warsaw will be inviting delegations from other Accredited European Schools to share experience and participate in educational workshops as well as share its language teachers for distance teaching if such a need arises.

Nursery, primary and secondary classes will operate according to the principles of the European Schools. The school will offer an education based on the European Schools’ syllabuses. Multilingual and multicultural schooling open to the public and leading to the European Baccalaureate will be provided.

It is planned that teachers of the school will attend the in-service trainings organised by the Office of Secretary General and Inspectors of the European Schools.

It is worth underlining that the school is ready to participate in the Accredited Schools Network.

Section 3: resources

1. **Teaching staff**

i. Outline below how many teaching staff you plan to employ over the next 5 years.

|  |  |  |
| --- | --- | --- |
| **Year** | **Full-time** | **Part-time** |
| 2020-2021 | 30 | - |
| 2021-2022 | 32 | - |
| 2022-2023 | 40 | - |
| 2023-2024 | 70 | - |
| 2024-2025 | 70 | - |

The above numbers do not include native language teachers for SWALS, whose recruitment will depend on need.

ii. Who pays the teaching staff? [ ]  National Authority

 [x]  School

iii. Who recruits the teaching staff? [ ]  National Authority

 [x]  School

 [ ]  Other (please name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 [ ]  Combination of groups (please explain)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Evaluation, recruitment and in-service training**

i. Complete the table to describe how teaching will be evaluated.

|  |  |
| --- | --- |
| Evaluation by | Frequency |
| Director [x]  | Once a year in the first year of a teacher’s employment and then every 3 or 4 years  |
| National body for quality assurance [ ]  |  |
| Other (specify and *add lines as necessary.)*  [x]  | Support will be offered by the Polish inspectors for the European Schools |

ii. Does the school have a Professional Development Policy? [x]  Yes

 [ ]  No

If yes, please outline the policy here.

The management of the school together with the teaching staff shares the responsibility for planning and promoting professional development of each staff member. Teachers and teaching assistants are encouraged to engage in ongoing professional development throughout their career.

**The management’s role is:**

\*coaching and guiding staff and identifying development needs and developing strategies to support staff’s CDP

\*supports the induction of new staff members

\*informs staff about any courses or workshops that they need to attend and that are beneficial to them as well as the learners

\*the management has a special budget for professional development needs and the school pays for teachers’ studies and courses (university post-graduate studies included)

\*staff is obliged to attend in-service training offered or recommended by the school

\*all teachers teaching in the secondary school are sent for trainings to meet the International Baccalaureate Organization requirements

\*discussion with staff about the areas they feel they need training in

**Teachers and teaching assistants are encouraged to:**

\*participate in national and international educational conferences and trainings (the school pays for all of them)

\*participate in educational courses and workshops

\*participate in international projects (e.g. Erasmus+ and e-Twinning)

\*participate in the Teacher Career Advancement program required by the Ministry of Education in Poland

**Teachers have multiple opportunities to improve their teaching skills every day in the school through:**

\*peer observation (observing other teachers’ lessons)

\*mentoring and coaching less experienced staff members

\*educating themselves by reading professional literature (available in the school library; new resources are ordered every year)

\*identifying their needs and goals for professional growth

\*being open to critical reflection and constructive feedback

1. **Buildings and facilities**

|  |  |
| --- | --- |
| Room type | Number of rooms |
| Nursery classrooms | 6 |
| Primary classrooms | 13 |
| Secondary classrooms | 14 |
| Library | 1 |
| Gym | 1 inside the building & 1 temporary sports hall (set up outdoors every year from October to April) |
| ICT room | 3 |
| Art room | 2 |
| Music room | 2 |
| Equipped science labs | 4 |
| Canteen | 2 |
| Patio | 1 - used by students for having their meals outdoors |
| Cloakroom | 2 |
| Reception area | 2 |
| Outdoor area | 4 playgrounds, 1 basketball/tennis court, 1 football pitch, 2 outdoor gyms, sports cloakroom with showers |
| Swimming pool | The school uses a swimming pool located approx. 1 km away from the school building (students and swimming instructors are taken to the site by school buses) |

All classes are equipped with interactive whiteboards, projectors and/or TV screens

1. **Assessment**

What assessment guidelines will be used at the school?

|  |  |  |  |
| --- | --- | --- | --- |
|  | National  | European Schools | Other (please specify) |
| Nursery |  | Yes |  |
| Primary |  | Yes |  |
| Secondary 1-5 |  | Yes |  |

Section 4: Support system

*Article 7.1: Accreditation shall also be conditional upon the existence of a support system for pupils with special educational needs, within the meaning of the legislation of the country in which the Accredited European School is located.*

i. Is there a support system in place? [x]  Yes

 [ ]  No

ii. What is the policy in place to support children with special educational needs?

[x]  National

[x]  European Schools

[ ]  Tailor-made

iii. Outline the main principles of the Educational Support policy in the box below.

The Polish education system ensures that educational content, methods and organization of teaching is adapted to students' abilities. It also provides all children and young people with access to psychological and pedagogical support and the possibility of making use of specialised forms of didactic assistance where required.

The school director is responsible for the organization of SEN provision. Psychological and pedagogical support is provided by teachers, class tutors as well as by other specialists employed in the school, such as educators, speech therapist, pedagogical therapist and psychologist.

Subject teachers and class teachers provide assistance during their ongoing work with students. Support may be provided in the form of classes aiming at developing talents, compensatory classes to support students with learning difficulties, as well as advice, consultations or workshops and training for whole groups. The different forms of support are provided in cooperation with the student's parents and, if necessary, with a psychological and pedagogical counseling center cooperating with the school.

The school plans to hire an educator specialised in SEN provision whose role will be to support the identification of children with special educational needs, plan and coordinate provision for these children, as well as liaising with their parents and teachers.

iv. Who is in charge, in the school, of implementing the support system?

The director of the school is responsible for implementing the support system and assigns the different tasks related to this to SEN teachers, the speech therapist, EFL teachers, and PFL teachers (English/Polish as a foreign language).

v. What are their qualifications?

All teachers and specialists providing SEN support, be it language support or support with a learning difficulty, hold academic and professional qualifications required to perform the tasks they are assigned.

vi. Who is in charge of preparing SEN requests for students for the Baccalaureate? (See document 2015-05-D-12, Annex VII. This needs to be carried out during the student’s S5 year)

The director of the school in cooperation with specialists providing SEN support will be responsible for preparing SEN requests for students for the Baccalaureate.

Section 5: TARAC (Teaching about Religion and Civics)

*Article 7.2: Accreditation shall also be conditional upon the existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.*

i. Will religion/ethics be taught? [x]  Yes

 [ ]  No

ii. If not, please outline what will be taught in its place.

Section 6: The European Specificity

|  |
| --- |
| How will the school ensure that the European specificity is fulfilled: |
| in the nursery? | By:\*providing and following the curriculum followed in European Schools (Early education curriculum)\*applying differentiated teaching methods\*using a wide range of learning tools and resources \*all children will be entitled to tuition in their L1 \*many classes will be taught in mixed groups\*teachers and pupils will take part in international projects (e-Twinning)\*organising annual events such as European Day and Sports Day \*children will take part in charity fundraising events to support different charities such as Christmas Bazaar and Dance-a-thon |
| in the primary? | By:\*providing and following the curriculum followed in European Schools \*applying differentiated teaching methods\*using a wide range of learning tools and resources \*all children will be entitled to tuition in their L1\*students are taught in mixed groups in L2\*providing tuition in mixed groups for European hours\*providing educational support where needed\*teachers and pupils will take part in international projects (e-Twinning)\*organising annual events such as European Day, Sports Day, A day of solidarity with refugees, Science Fair\*children will take part in charity fundraising events to support different charities such as Christmas Bazaar and dance-a-thon |

|  |  |
| --- | --- |
| in the secondary? | By:\*providing and following the curriculum followed in European Schools \*application of the provisions laid down by the Regulations pertaining to the European Baccalaureate\*applying differentiated teaching methods\*using a wide range of learning tools and resources \*all students will be entitled to tuition in their L1\*L3 is taught from S1\*students are taught in mixed groups for Human Sciences, History, Geography, Physical education, Music and Art\*providing educational support where needed\*teachers and pupils will take part in international projects recognising, appreciating and promoting multiculturalism (e-Twinning, Erasmus+, Model United Nations, and any projects initiated by the European Schools)\*organising annual events such as European Day, Sports Day, A day of solidarity with refugees\*students will take part in charity fundraising events to support different charities such as Christmas Bazaar and Dance-a-thon\*cooperation with such organizations as: Polish Humanitarian Action, Great Orchestra of Christmas Charity, Habitat for Humanity, Amnesty International or UNICEF\*encouraging and supporting students to take part in voluntary work \*students will take part in exchange programmes |
| in extra-curricular activities? | \*students will be offered a range of extra-curricular activities that will be organised in such a way that these will not only help students learn new skills, improve their social skills, critical thinking and creativity but also will aim at promoting multiculturalism and plurilingualism. The offer will include such activities as sports, arts and crafts, music, choir, maths for the talented, experiments and robotics.  |

Annexe 1

**Nursery provisional timetable**

The Nursery section timetable will be set according to the European School requirements. It will be divided into 20 hours per week of learning activities and 5.30 hours of recreational activities and snack time. However, the school will also provide pre and after school care, which together with the 25.30 hours (European schooling) will total to 40 hours a week.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8:15 – 16:05 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Monday - Friday | Reception and circle time | Class activities | Breakfast | Class activities | Lunch | Class activities | Snack | Recreation |

**Primary School Timetable (P1)**

|  |  |
| --- | --- |
| **Subject** | **​Year 1** **(30 minute periods)** |
| ​Language of the section | ​8 hours |
| ​Mathematics  | ​4 hours |
| ​Language 2  | ​2.30 hours |
| Music ArtPhysical education | 5 hours |
| ​Discovery of the World  | ​1.30 hours |
| ​Religion / Ethics  | ​1 hour |
| ​Recreation | ​3.30 hours |
| ​**Total** | **​25.30 hours**  |
| Polish as a foreign language (optional for all non-Polish students) | 1 hour |

**Primary School Timetable (P3)**

|  |  |
| --- | --- |
| **Subject** | **​Year 3****(45 minute periods)** |
| ​Language of the section | ​6.45 hours |
| ​Mathematics  | ​5.15 hours |
| ​Language 2  | ​3.45 hours |
| MusicArtPhysical education | 3 hours |
| ​Discovery of the World  | ​3 hours |
| European Hours | 1.30 hours |
| ​Religion / Ethics  | ​1.30 hours |
| ​Recreation | ​2.30 hours |
| ​**Total** | **​27.15 hours**  |
| Polish as a foreign language (optional for all non-Polish students) | 1 hour |

**Secondary School Timetable (S3)**

|  |  |
| --- | --- |
| **Subject** | **​Year 3** **(45 minute periods)****Number of periods** |
| ​Language 1  | ​5  |
| ​Mathematics  | ​4  |
| ​Language 2  | ​4  |
| Language 3  | 3  |
| Physical Education | 3  |
| ​Religion / Ethics  | ​2  |
| Human Sciences | 3 |
| Integrated Science | 4  |
| Latin (optional) | 2  |
| Art | 2  |
| Music | 2  |
| ICT | 2  |
| ​**Total** | **​34-36 periods**  |
| Polish as a foreign language (optional for all non-Polish students) | 1 |

**Secondary School Timetable (S5)**

|  |  |
| --- | --- |
| **Compulsory subjects** | **​Year 5****(45 minute periods)****Number of periods** |
| ​Language 1  | ​4  |
| ​Mathematics  | ​4 or 61) |
| ​Language 2  | ​3 |
| Language 3  | 3  |
| Physical Education | 2 |
| ​Religion / Ethics  | ​1  |
| Biology | 2 |
| Chemistry  | 2 |
| Physics | 2 |
| Geography | 2 |
| History | 2 |
| **Optional subjects** | **​Year 5****(45 minute periods)****Number of periods** |
| Language 4 | 4  |
| Art | 2  |
| Music | 2  |
| Latin | 4 |
| Economics | 4 |
| ​**Total** | **​31 – 35 periods**  |
| Polish as a foreign language (optional for all non-Polish students who did not choose Polish as their L3) | 1 |

1) According to the choice of the pupil.

Students choose their optional courses so that the total number of weekly lessons ranges from a minimum of 31 hours to a maximum of 35 hours. Music, art and physical education courses will group together pupils from different language sections.

1. For example, regional/city educational authorities or private educational organisations [↑](#footnote-ref-1)
2. Name language sections here [↑](#footnote-ref-2)
3. Write the number of students here [↑](#footnote-ref-3)
4. Please note, a separate Dossier of Conformity must be presented for the Additional Accreditation Agreement for the Baccalaureate Cycle. [↑](#footnote-ref-4)