



# **EUROPEAN SCHOOL BERGEN**

## **Annual Pedagogical School Plan 2023-2024**

**Presented to the School's Administrative Board on 13 September 2023**

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## I. MISSION OF THE SCHOOL

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The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

***“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”***

(Marcel Decombis, Head of European School, Luxembourg between 1953 and 1960)

As one of the original European Schools, we offer a languages-rich, differentiated, all-round quality education in three language sections leading to the European Baccalaureate which provides access to a wide range of universities in Europe and beyond. Beyond academic achievement we encourage young people to develop other skills as part of a caring “one school, one learning community” in an atmosphere of tolerance and mutual respect.

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## II. INTRODUCTION

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### **Pedagogical areas to develop**

In the School there is a constant development in many areas to always aim at improving the outcome for our pupils. In the APSP we don't show all these areas but are highlighting which ones are given top priority.

Out of our pedagogical objectives 3 are common for all schools, 4 are directly related to the recommendations from the WSI and 2 are objectives which for a long time will have our top priority – Social climate/Well-being and Education for sustainability.

The pedagogical objectives we are giving top priority for the school year 2023/2024 are the following:

### Common objectives:

- Implementation of the 8 key competences in pedagogical planning (continued)
- PISA for Schools
- Implementation of the remaining recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education

#### WSI recommendations -> objectives:

- Although the process of harmonization of forward planning across sections has been launched, it needs to be further implemented particularly in the secondary cycle. It is recommended the school to finalize this process in the near future.
- A larger variety of assessment methods, including pupils' self-evaluation, should be developed, in order to improve the pupils' capability to reflect on their own learning.
- Review the procedure and documentation of Intensive Support. The school needs to be able to demonstrate that the ILP is always shared with the parents and the ILP is signed by the person(s) who have drafted it
- To develop a whole school approach and structures in essential areas, policies and procedures, like in Educational Support

#### Continuous objectives

- Social Climate/wellbeing - Promotion of the welfare of pupils and staff
- Pedagogy - Education for sustainability

#### **New location in Alkmaar**

ES Bergen is a key member of the Steering Group for our new school location in Alkmaar. The day after our autumn Admin Board, we have the meeting with the Steering Group to finalize facility requirements and space requirements for different areas.

In November a meeting is planned with the municipality of Alkmaar, OCW and ES Bergen to sign a mutual agreement concerning the new school. The municipality of Alkmaar's positive attitude to the move is well noted and much appreciated.

The School Management is convinced that we will have a new school that suits us and will provide what we need to deliver education of high quality to our pupils.

#### **Pupil numbers**

Unfortunately, the decrease in pupil numbers continues and we have in total around 16 fewer pupils compared to previous school year.

Marketing efforts and active promotion is done among JRC Petten and EMA staff and businesses in the region. The start of Dutch as Additional Language, approved by the AB in January 2023, will send a signal to those families who would like to join our school in EN/FR sections but are hesitant because their children will not be able to have lessons in Dutch until in S1.

To recruit more pupils is highest priority for us.

#### **Traffic situation**

The municipality of Bergen has now put the so called "Knip" in place. This has led to an increased safety risk for our pupils. ES Bergen is working on legal ways to challenge this decision in order to have it removed or at least postponed. ESB has the active support of the PA, JRC Petten and EMA.

## **60<sup>th</sup> Anniversary**

In October 2023 it is 60 years ago since the school started providing good education to the children of JRC Petten employees.

The occasion will be visible at school throughout the year with a focus on Wednesday 18 October and that week.

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## **III. UPDATE ON THE RECOMMENDATIONS OF THE WHOLE SCHOOL INSPECTION**

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The WSI for the ES Bergen took place in March 2023.

The recommendations and our reply to how we will work on the recommendations are written in the Follow-up report. The Follow-up report is annexed to this APSP.

Each recommendation has led to a School Specific Pedagogical Objective in the APSP.

## IV. PEDAGOGICAL AND EDUCATIONAL PRIORITIES FOR SCHOOL YEAR 2023-24

### 1. COMMON PRIORITIES

| Priority 1                           | Implementation of the 8 key competences in pedagogical planning (continued)   |
|--------------------------------------|---|
| Cycle                                | Nursery, Primary, and Secondary Cycles  |
| Main steps                           | <ul style="list-style-type: none"> <li>- Teachers in groups devise the actual common harmonized pedagogical planning as stipulated by the document 2023-01-D-59) coordinated by the subject referents and coordinators. Besides document 2023-01-D-59, the PDU provides information on its Intranet (<a href="https://eursc.sharepoint.com/sites/PedagogicalDevelopment">https://eursc.sharepoint.com/sites/PedagogicalDevelopment</a>)</li> <li>- Teachers use the harmonized common pedagogical planning and can add a space for their personal approach. Teachers demonstrate the link between the planning and its implementation. A logbook is used for the material covered and for personal reflection.</li> </ul> |
| Expected result(s)                   | <ul style="list-style-type: none"> <li>- Pedagogical planning harmonised within the school. The key competences will be reflected in the pedagogical planning.</li> <li>- The required minimum planning components appear in the planning documents.</li> <li>- The common planning tool will be used and updated at least once each year in the light of the experiences.</li> <li>- As from September 2024, this will be part of teachers' evaluation.</li> </ul>   |
| Performance indicators (qualitative) | <ul style="list-style-type: none"> <li>- Documents or templates describing harmonised planning on school level.</li> <li>- Sustained pedagogical reflection of practitioners as regards planning and pedagogical practices aligned with the curriculum and school priorities.</li> </ul>  |
| Reference documents                  | <ul style="list-style-type: none"> <li>- Harmonisation of the pedagogical planning of the European Schools in the nursery, primary and secondary cycles (2023-01-D-59-en-2)</li> <li>- Key Competences for Lifelong Learning in the European Schools (2018-09-D-69-en-2)</li> <li>- Introduction of the 8 key competences into the pedagogical planning templates of the European Schools (2020-01-D-61-en-3)</li> <li>- Harmonised planning Working Group: Introduction of the Eight Key Competences into the pedagogical planning of the European Schools – Postponement of the measures until the 2022-2023 school year (2020-09-D-43)</li> </ul>  |

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| Responsibility | <ul style="list-style-type: none"> <li>- Director and Deputy Directors Nursery/Primary and Secondary Cycle</li> <li>- Subject Coordinators/Referents</li> <li>- Support provided by the Inspectorate</li> <li>- Support by the Pedagogical Development Unit<br/>(<a href="https://eursc.sharepoint.com/sites/PedagogicalDevelopment">https://eursc.sharepoint.com/sites/PedagogicalDevelopment</a>)</li> </ul> |
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| <b>Priority 2</b>   | <b>PISA for Schools (phase 2 - continued)</b>  |
| <b>Cycle</b>        | <b>Secondary</b>   |
| Main steps          | <ul style="list-style-type: none"> <li>- School-level discussions on the School Report</li> <li>- Action plans made locally as needed</li> <li>- Teachers can develop pupils' competences, sub-skills according to the findings of the report</li> </ul>   |
| Expected result(s)  | <ul style="list-style-type: none"> <li>- Schools will be able to support pupils in competence areas (skill sets) where their performance is lower than the other skills (in the cognitive part of the test)</li> <li>- Schools can tackle some issues which were highlighted in the school reports (in the "Students' Voice" part of the test) and develop plans if needed.</li> </ul>   |
| Reference documents | <ul style="list-style-type: none"> <li>- 2022-09-D-58-en-2 PISA-based test for the European Schools 2022 – Results and Follow-up Planning</li> <li>- Decisions of the enlarged meeting of the Board of Governors of the European Schools (2021-04-D-8-en-2)</li> <li>- PISA-based Test for Schools (PBTS) Project (2021-01-D-47-en-3)</li> <li>- N.B., further information will be published on the dedicated Online Professional Community<br/>(<a href="https://eursc.sharepoint.com/sites/PedagogicalDevelopment">https://eursc.sharepoint.com/sites/PedagogicalDevelopment</a>)</li> </ul> |
| Responsibility      | <ul style="list-style-type: none"> <li>- Director and Deputy Director Secondary</li> <li>- Educational Support Coordinators</li> </ul>   |

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| <b>Priority 3</b>   | <b>Implementation of the remaining recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education</b>   |
| <b>Cycle</b>        | <b>Nursery, Primary, and Secondary Cycles</b>   |
| Main steps          | <ul style="list-style-type: none"> <li>- Start the implementation of the Training Plan, with concrete focus on: <ul style="list-style-type: none"> <li>a) Training activities according to the schools' specific priorities</li> <li>b) Induction of new staff</li> <li>c) Awareness-raising activities</li> </ul> </li> <li>- Accessibility Report: Start the implementation of the accessibility report also in collaboration with the Member States and other relevant stakeholders, namely regarding the barriers identified and measures to address/prevent barriers.</li> </ul>   |
| Expected result(s)  | <ul style="list-style-type: none"> <li>- Training activities started</li> <li>- Awareness-raising activities started</li> <li>- Schools implement the school-related priorities identified in the accessibility report</li> <li>- Schools submit proposals to authorities/stakeholders to remove barriers that prevent accessibility of users</li> </ul>  |
| Reference documents | <ul style="list-style-type: none"> <li>- Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the school year 2021-2022 (2022-12-D-6-en-5)</li> <li>- Annex to the Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the school year 2021- 2022 (2023-03-D-30-en-1)</li> <li>- Update on the Implementation of the Action Plan Educational Support and Inclusive Education (2019-10-D-10-en-8)</li> <li>- Evaluation Report on the Implementation of the Educational Support Policy in the European Schools (2018-09-D-53-en-3)</li> </ul> |
| Responsibility      | <ul style="list-style-type: none"> <li>- Directors and Deputy Directors</li> <li>- Educational Support Coordinators</li> </ul>  |

## 2. SCHOOL-SPECIFIC PRIORITIES

| Priority 4         | Social Climate/well-being<br>Promotion of the welfare of pupils and staff   |  |
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| Cycle              | Nursery / Primary   | Secondary  |
| Main steps         | <p>A new survey to be conducted during the 2023-2024 school year.</p> <p>Newly appointed staff member to engage with VIN from November 2023.</p> <p>Develop the registration of the VIN and use of the network, connecting to the local Dutch network of professionals who can be involved in supporting a child and/or family; securing VIN within the ESB organisation</p> <p>Strengthening communication to fully inform all parents in relation to VIN;</p> <p>Complete the Rots and Water training for one additional staff member – training on educating social skills</p> | <p>Initiating the Buddy and mentoring systems, assessing their effectiveness, and refining all implemented measures accordingly.</p> <p>Continue to develop S1 Students Welcome Guide together with the pupils and mentors</p> <p>A well-being survey for secondary pupils will be finalized and undertaken</p> <p>Orientation meetings involving professionals from specific fields and former students to respond to the PISA test results</p> |
| Expected result(s) | <p>Survey done, analysed and To glean valuable information and spot trends – take action when required.</p> <p>Staff member appointed to engage in VIN as from November 2023</p>  | <p>Buddy and tutoring system in place and working</p> <p>Analyzing the outcomes of the well-being survey with the Care Team members and formulating a plan for enhancing the school environment</p>  |



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| Performance indicators | <p>Survey is done and the result has impacted on the planning</p> <p>Staff member with VIN responsibility has started the work</p>   | <p>Buddies and tutors are appointed</p> <p>S1 Students Welcome Guide available in three languages, intended for use by class teachers on the first day of the new school year</p> <p>The survey designed to assess student well-being.</p> |
| Reference documents    | <ul style="list-style-type: none"> <li>• Covenant Regionale Verwijsindex (VIN)</li> <li>• Social Climate Guidelines</li> <li>• Pupils' Well-Being Policy Framework of the European Schools (2022-01-D-6-en-2)</li> </ul> | <ul style="list-style-type: none"> <li>• Pisa test results</li> <li>• Social Climate guidelines</li> <li>• Pupils' Well-Being Policy Framework of the European Schools (2022-01-D-6-en-2)</li> </ul>                                       |
| Responsibility         | <p>Director</p> <p>DD and ADD</p> <p>Pedagogical staff</p>   | <p>DD and ADD</p> <p>Coordinator of the Care Team and Educational Support, Educational Adviser</p> <p>Pedagogical staff</p>  |

| Priority 5         | Pedagogy<br>Education for sustainability  |   |
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| Cycle              | Nursery / Primary Cycles  | Secondary Cycle   |
| Main steps         | <p>Seeking practical and realistic solutions for disposal of organic waste, in cooperation with the new canteen caterer, Markies.</p> <p>Roll out of organic waste management solutions across Nursery/Primary</p> <p>Maintain high level of waste management achievements as new Canteen comes on stream in September 2023</p> | <p>Raise awareness of sustainability and promote pupils', teachers' and parents' active involvement in projects and initiatives on sustainability.</p> <p>Pilot project based on the action plan with the agency <a href="https://news-decoder.com/">https://news-decoder.com/</a> (a global educational news service for young people)</p> <p>Utilizing recyclable and environmentally sustainable materials within the school campus.</p>   |
| Expected result(s) | <ul style="list-style-type: none"> <li>Structured solution implemented for dealing with organic waste in school</li> </ul>  | <p>Through the pilot program, our students will be trained as journalists and offered the opportunity to publish work on a number of platforms, including an array of different media (written and audio/visual).</p> <p>Offer practical skills for writing and producing news content for a number of different audiences with the specific goal of raising awareness around issues of sustainability.</p> <p>Connect our students to other schools around the world engaged in similar projects on sustainability.</p> <p>Further develop our S6 and S7 students as leaders in sustainable activism both inside and outside the school community.</p> <p>Reduce energy consumption.</p> |

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| Performance indicators | <ul style="list-style-type: none"> <li>Organic waste dealt with</li> </ul>   | <p>Relationship with News Decoder that will involve students with opportunities to embed journalistic work re climate and sustainability into many other subjects in the secondary school (such as but not limited to L1/L2/L3, Philosophy, Geography, the sciences, etc).</p> <p>Lights replaced with LED lamps</p> |
| Reference documents    | <ul style="list-style-type: none"> <li>The European School System: State of Play, Challenges and Perspectives (PE 699.647 - June 2022; 2.2.5. Integration of sustainability concepts)</li> <li>Primary DOW syllabus (2015-09-D-30-en-3)</li> </ul> | <ul style="list-style-type: none"> <li>The European School System: State of Play, Challenges and Perspectives (PE 699.647 - June 2022; 2.2.5. Integration of sustainability concepts)</li> </ul>   |
| Responsibility         | <p>Pedagogical staff</p> <p>Deputy Director NP and Assistant Deputy Director NP</p> <p>Director</p>  | <p>Pedagogical staff</p> <p>DD and ADD</p> <p>Director</p>   |

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| Priority 6 | <b>Recommendation from the Whole School Inspection 2023</b><br><br><b>Although the process of harmonization of forward planning across sections has been launched, it needs to be further implemented particularly in the secondary cycle. It is recommended the school to finalize this process in the near future.</b>  |  |
| Main steps | Whole school  |  |
|            | Establish contact with another ES who has come further in having harmonization as an integrated and natural part of the pedagogical planning in order to find inspiration for our development work  |  |
|            | Nursery/Primary   | Secondary  |
|            | <ol style="list-style-type: none"> <li>1. Designate coordinating hours to multiple Nursery/Primary Planning Coordinators (allocating hours equally between the three language sections and MT representative), tapping into the diverse expertise and backgrounds.</li> <li>2. Planning Coordinators to guide the Nursery/Primary pedagogical staff in further harmonizing the forward planning across sections.</li> <li>3. Sharing and monitoring of progress during designated Nursery/Primary Meetings</li> </ol> | <ol style="list-style-type: none"> <li>1 The DDSEC is to review all templates (forward planning) used during the school year 2022/2023, including official documents, and prepare a proposal template for teachers by the end of May 2023.</li> <li>2 A working group of subject teachers and HOD will be established to discuss the proposed template within their respective departments and make necessary changes. The goal is to have the template ready for implementation by September 2023.</li> <li>3 Defining the responsibilities of coordinators involved in the harmonization process (deadline June 2023, responsible: teachers, HOD, coordinators, DDSEC)</li> <li>4 The coordinators responsible for the harmonization process will be nominated by the HOD and DDSEC, with a deadline set for the end of June 2023.</li> <li>5 At the beginning of the school year 2023/24, a training session will be conducted for teachers, led by the nominated coordinators and DDSEC, providing examples and guidance on using the new template effectively.</li> <li>6 The harmonization will be implemented for most year groups, led by the responsible</li> </ol> |

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|                        |  | <p>coordinators and DDSEC, during the school year 2023/24. Tracking progress and conducting feedback meetings will occur at the end of the school year 2023/24, with the DDSEC taking responsibility.</p> <p>7 Tracking progress and making necessary improvements will continue till the end of school year 2025/26, led by the coordinators and DDSEC.</p> |
| Expected result(s)     | Whole school   |  |
|                        | Input from another ES received   |  |
|                        | Nursery/Primary  | Secondary  |
|                        | <p>Increased harmonisation becoming more visible in NP planning documents.</p> <p>Teachers are given feedback from Harmonisation Coordinators to guide the team towards continuous progress in harmonisation</p> | <p>The harmonization will be implemented for most year groups, led by the responsible coordinators and DDSEC, during the school year 2023/24</p>   |
| Performance indicators | Whole school   |  |
|                        | Contact with another ES established and communication done   |  |
|                        | Nursery/Primary  | Secondary  |
|                        | An increased number of planning documents showing harmonisation  | An increased number of planning documents showing harmonisation  |
| Reference documents    | 2020-11-D-40-fr-1-Harmonisation de la planification  |  |
| Responsibility         | Director, Deputy Directors, Assistant Deputy Directors   |  |

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| <b>Priority 7</b>      | <b>Recommendation from the Whole School Inspection 2023</b><br><br><b>A larger variety of assessment methods, including pupils' self-evaluation, should be developed, in order to improve the pupils' capability to reflect on their own learning.</b>  |  |
| <b>Cycle</b>           | <b>Nursery / Primary Cycles</b>   | <b>Secondary Cycle</b>   |
| Main steps             | <ol style="list-style-type: none"> <li>1. Prepare and allocate budget to purchase adequate tools to aid (self) assessment</li> <li>2. Buying iPads to facilitate the digital portfolio in Nursery as well as Primary cycle</li> <li>3. Refreshing the assessment tools in the Nursery and Primary cycles and sharing best practice</li> <li>4. Organisation of further training on self-assessment and portfolio</li> </ol> | <p>Various assessment methods will be implemented concurrently with the harmonization process.</p> <ol style="list-style-type: none"> <li>1 A column dedicated to assessment will be added to the common template to facilitate the monitoring of the process.</li> <li>2 DDSEC will observe lessons throughout the school year 2023/24 to ensure effective implementation, sharing and collaboration. To offer guidance and share good practices, coordinators will conduct sample lessons with colleagues. All executed measures should assist in monitoring progress and offering necessary support as required.</li> </ol> |
| Expected result(s)     | A broad range of effective assessment tools in operation in the Primary Cycle   | A broad range of effective assessment tools in operation in the Secondary Cycle  |
| Performance indicators | The information from the assessment tools are reflected in the teachers' planning and the school report card  | The information from the assessment tools are reflected in the teachers' planning  |
| Reference documents    | 2013-09-D-38-en-9 Update Assessment Primary tools<br><a href="https://www.esbergen.eu/wp-content/uploads/2021/08/2021.09.01-Whole-School-Assessment-Planning-and-Reporting-guidelines.pdf">https://www.esbergen.eu/wp-content/uploads/2021/08/2021.09.01-Whole-School-Assessment-Planning-and-Reporting-guidelines.pdf</a>  | 2013-09-D-38-en-9 Update Assessment Secondary tools<br><a href="https://www.esbergen.eu/wp-content/uploads/2021/08/2021.09.01-Whole-School-Assessment-Planning-and-Reporting-guidelines.pdf">https://www.esbergen.eu/wp-content/uploads/2021/08/2021.09.01-Whole-School-Assessment-Planning-and-Reporting-guidelines.pdf</a>   |
| Responsibility         | Ped Staff<br>Dep Dir<br>Director  | Ped Staff<br>Dep Dir<br>Director   |

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| <b>Priority 8</b>      | <b>Recommendation from the Whole School Inspection 2023</b><br><br><b>Review the procedure and documentation of Intensive Support. The school needs to be able to demonstrate that the ILP is always shared with the parents and the ILP is signed by the person(s) who have drafted it.</b> |
| <b>Cycle</b>           | <b>Nursery / Primary Cycles</b>  |
| Main steps             | Review the Educational Support School Guidelines of Nursery/Primary to include the specific recommendation that parents, as well as the Intensive Support Teacher who has drafted the ILP, will sign the document which will be physically filed in the pupils' file.                        |
| Expected result(s)     | Relevant signatures will be done for each ILP before being put in the pupil's file   |
| Performance indicators | 100% of all ILPs will have relevant signatures   |
| Reference documents    | WSI3 Bergen 2023_Report 2023-04-D-3  |
| Responsibility         | Deputy Director  |

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| <b>Priority 9</b>      | <b>Recommendation from the Whole School Inspection 2023</b><br><br><b>To develop a whole school approach and structures in essential areas, policies and procedures, like in Educational Support.</b>   |
| Main steps             | <ol style="list-style-type: none"> <li>1 Identify which areas, policies and procedures that could/should have a common basis as done for the Educational Support document/procedures. To be ready by October 2023</li> <li>2 Set a priority order and timeline among the identified areas, policies and procedures no later than December 2023</li> <li>3 Chosen documents to be updated by March 2025</li> <li>4 Evaluate how the cooperation/communication between the Nursery/Primary and Secondary cycles is in order to revise the structure for cooperation and communication if necessary</li> </ol> |
| Expected result(s)     | Relevant areas, policies and procedures will be as similar as possible for all cycles   |
| Performance indicators | Number of areas, policies and procedures identified under step 1 that are updated by March 2025   |
| Reference documents    |   |
| Responsibility         | Director, Deputy Directors, Assistant Deputy Directors  |

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## V. ANNEXES

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1. FOLLOW-UP REPORT WHOLE SCHOOL INSPECTION

2. REGISTER OF PEDAGOGICAL RISKS

3. LIST OF DEROGATIONS 2023-2024

4. KEY STATISTICS – SEE REPORT OF DIRECTOR (DOC. 20230913\_5.1)