



EUROPEAN SCHOOL BERGEN

Annual Pedagogical School Plan 2025-2026

Approved in the School's Administrative Board on 12 September, 2025

I. MISSION OF THE SCHOOL

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.

II. INTRODUCTION

Some key parts of our priorities for 2025/2026 and what we foresee will happen for the school year at respective level of our school are described below, but first some general words.

The cooperation between Nursery/Primary and Secondary will continue to be developed for the benefit of our pupils. We are looking forward to the development of our library, for Secondary pupils as well as for Primary pupils, now when we have a dedicated secondment just for this. Our small team of educational advisors are already from day one organising the work to have more time with pupils now when we have an additional educational advisor seconded. We foresee that this reinforcement will also give the possibility for our Dep. Director and Assistant Dep. Director at Secondary to organise the management in a way that more time can be dedicated to pedagogical discussions and development.

The challenge to have more pupils enrolled at ES Bergen is still key for us to work on. We will continue with and increase our efforts to promote our school in different ways. One is to reach out to potential businesses that might be interested in having Cat II contracts with us now when the school fee is more competitive than before. Of course the engagement of our PA is crucial for spreading information about us to other families. The Euromarkt organised by the PA in

collaboration with the school last year showed to be an excellent way to show what our school is about. We are happy that our PA plans to organise a Euromarkt also next spring.

The long term project to have a new location for our school in Alkmaar is taking an important step right now. The design phase has started in which the school community will be involved. We will soon be able to have a visual picture of what the new school will look like even if changes might be done before the construction phase will start.

Nursery/Primary

In the Nursery and Primary cycles, the school's pedagogical priorities for 2025–2026 focus on strengthening collaborative learning through peer observation, co-teaching, and harmonised planning, as well as embedding digital literacy via tools such as the Qridi portfolio and age-appropriate coding modules.

Particular attention is given to transparent and harmonised assessment practices, fostering pupils' capacity for self-assessment from the earliest years.

Inclusive education remains a priority, ensuring tailored support for pupils with diverse learning profiles and promoting close cooperation between teachers, assistants, and families.

Well-being and sustainability are further integrated across the curriculum, with structured initiatives designed to support pupils' social and emotional development and to foster active citizenship.

Together, these measures ensure that all pupils benefit from a supportive, forward-looking, and high-quality learning environment.

Secondary

Our annual plan reflects the observations and contributions of the entire management team. This year, we focus on pedagogy, especially collaborative learning, teaching, and assessment. We want our practices to evolve with the changing world and help our students become lifelong learners.

We also see the growing importance of digital literacy. With AI playing a bigger role in society, our students must learn to use these tools effectively and engage with them responsibly.

Sustainability, including the challenges of climate change, remains a key focus. We aim to reinforce the concept of "think globally, work locally" within our community. The well-being of both staff and students is equally important and will continue to be central to our efforts.

Additionally, we will follow up on the WSI's recommendations once their two-year report is available. Our goals are ambitious, but we are committed to meeting the needs of our school with determination and care

III. PEDAGOGICAL AND EDUCATIONAL PRIORITIES FOR SCHOOL YEAR 2025-26

1. PRIORITIES TO IMPLEMENT RECOMMENDATIONS FROM THE WSI

ES Bergen had a positive follow up with the WSI on 8th of July 2025. The final written report from WSI will be communicated end of September/beginning of October. It might very well include recommendations to continue the improvement in some areas, but we can't inform our Admin Board about this until we have seen the final text.

2. PRIORITIES OF ALL SCHOOLS AND THE OSG

Priority 1	<u>Organisation of Classes Including ISA Pupils</u>
Cycle	Nursery, Primary, and Secondary Cycles
Main steps	<ul style="list-style-type: none"> - Support the assessment of practices and the existing ratio pupils - professionals in classes including pupils benefitting from ISA support - Elaborate a needs' assessment.
Expected result(s)	➤ Revised document on the Organization of Classes prepared by the Educational Support WG
Reference documents	<ul style="list-style-type: none"> - 2022-08-D-14 -en-7: Proposal for the Organization of Classes Including pupils with Intensive Support - 2021-06-D-13-en-1: Proposal to progress towards a Certificate for pupils in progression without promotion
Responsibility	<ul style="list-style-type: none"> - Director and Deputy Directors - Educational Support Coordinators

Priority 2	<u>Implementation of recent changes on assessments and other regulatory requirements</u>
Cycle	Nursery, Primary, and Secondary Cycles
Main steps	<ul style="list-style-type: none"> - Implement new templates for Primary cycle reports - Implement changes related to the summative assessment in S4-S6 - Develop and promote a Whole School approach for sustainable development (see objective for Focus area 5)
Expected result(s)	<ul style="list-style-type: none"> ➤ Above mentioned changes/requirements implemented ➤ WSA for sustainable development developed
Reference documents	<ul style="list-style-type: none"> - 2025-01-D-59-en-1: Update and Follow up: Implementation of the New Assessment Tools in the Primary Cycle - 2024-12-D-26-en-2: Summative assessment for s4 -s6 in the European Schools: Pedagogical and organisational arrangements
Responsibility	<ul style="list-style-type: none"> - Director and Deputy Directors

3. SCHOOL-SPECIFIC PRIORITIES

Priority 3	Collaborative Learning	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	<ul style="list-style-type: none"> - Peer Observation and Feedback - Co-Teaching and Team Teaching - Exchange of good practice and cross-schools exchanges - Collaborative Harmonised Planning 	<ul style="list-style-type: none"> - Exchange ideas among departments on collaborative learning, including classroom-based collaborative strategies, Project-based approaches, Reflective / Social collaboration - Interdisciplinary project week-students from different subjects and levels work together - Co-teaching or lesson exchanges between teachers to model teamwork and integrated learning for pupils.
Expected result(s)	<ul style="list-style-type: none"> ➤ Professional development and pedagogical innovation ➤ Trust-building and collegial support ➤ Reflective practice and adaptive teaching ➤ Improved wellbeing and job satisfaction ➤ Enhanced student learning through aligned instruction 	<ul style="list-style-type: none"> ➤ More dynamic and stimulating lessons incorporating new teaching approaches ➤ Improved student engagement ➤ Development of Key Competences
Reference documents	<ul style="list-style-type: none"> - Classroom observation and evaluation records 	
Responsibility	<ul style="list-style-type: none"> - DDSC, harmonisation coordinators and HOD, subject coordinators - NP Management - NP Harmonised Planning Coordinator 	

Priority 4	Digital Literacy	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	<ul style="list-style-type: none"> - Implementation and use of the digital portfolio in nursery and primary (Qridi) - European Hours (P3/4/5) coding module with Ozobot - Coding lessons for P1/2 with Beebots - Workshops about the good use of Social Media – P5 (Bureau Halt https://www.halt.nl/) & proposal for an Information session for P5 parents - Workshops about critical thinking – P5 (https://lie-detectors.org/) & trainings for teachers - Workshops about film creation using digital apps in collaboration with Culture Coach - Use of Office 365 – P5 pupils, as part of the transition to secondary process - AI trainings for teachers 	<ul style="list-style-type: none"> - Ongoing digital record-keeping of teachers’ logbooks, with encouragement for all teachers to make use of Windows tools. - Continuing efforts on the critical and responsible use of technological tools, including discussions on AI literacy. - Critical Evaluation of Information
Expected result(s)	<ul style="list-style-type: none"> ➤ Developing the three dimensions of the digital literacy (operational dimension/ cultural dimension/ critical dimension) for children and teachers ➤ Engaging parents and keeping them informed to help raise awareness of the evolving landscape of digital literacy 	<ul style="list-style-type: none"> ➤ Ensuring greater consistency in class materials and logbooks so that pupils and new teachers can easily access the necessary resources ➤ responsible Digital Citizenship ➤ Improved Online Safety and Security
Reference documents	<ul style="list-style-type: none"> - Logbooks maintained in digital format via OneNote - https://education.ec.europa.eu/focus-topics/digital-education/actions - https://www.eursc.eu/BasicTexts/2020-09-D-51-en-2.pdf 	
Responsibility	<ul style="list-style-type: none"> - DDSC, harmonisation coordinators and HOD - Digital portfolio – Primary Coordinator - NP Management 	

Priority 5	Assessments	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	<ul style="list-style-type: none"> - The use of the digital portfolio – Qridi - Enhanced transparency in assessment practices – ensuring timely communication of pupil outcomes to parents - Fostering self-assessment skills in children from nursery - Harmonised assessment between sections 	<ul style="list-style-type: none"> - Continuing the work on harmonised assessment, student self-assessment, and diverse methods of evaluating pupils in line with new regulations - Develop fair and flexible assessment methods that reflect individual progress and strengths, not only standard benchmarks
Expected result(s)	<ul style="list-style-type: none"> ➤ Enhances formative assessment by making learning visible, engaging pupils in reflection, and strengthening timely, personalized communication between school and home ➤ Strengthened trust and collaboration between school and families ➤ Early awareness of personal strengths and areas for growth ➤ Consistency in evaluation standards across language sections 	<ul style="list-style-type: none"> ➤ Pupils develop greater independence as learners by recognizing their strengths and areas for improvement ➤ Adapt assessments to meet the needs of students with learning difficulties, ensuring accessibility and equity.
Reference documents	<ul style="list-style-type: none"> - Examples of assessments available on SharePoint - https://irp.cdn-website.com/965ab15c/files/uploaded/Assessment_tools_for_the_primary_cycle.pdf 	
Responsibility	<ul style="list-style-type: none"> - DDSC, harmonisation coordinators and HOD - NP Management 	

Priority 6	Social Climate – Identity – Well-being	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	<ul style="list-style-type: none"> - Start of the well-being project Ensemble Stay Blij (E.S.B.) in Primary – monthly activities for each class/ follow-up by the class teachers/ monthly newsletters for the parents with information and suggestions of activities - Close and proactive collaboration between the class teacher and the school psychologist in order to prevent critical situations that may occur in specific groups - Trainings for the supervising teachers - Ongoing communication with teachers' reps and teachers themselves 	<ul style="list-style-type: none"> - Ongoing work on the new teachers' guide. Implementing new solutions based on the teachers' well-being survey, enhancing pupils' well-being using insights from last year's survey, and continuing work on ensuring a smooth transition from primary to secondary cycle
Expected result(s)	<ul style="list-style-type: none"> ➤ Support children in developing the knowledge, attitudes and skills they need to thrive socially, emotionally and academically ➤ Improved emotional resilience and job satisfaction among teachers, leading to a more supportive and sustainable educational environment 	<ul style="list-style-type: none"> ➤ A more precise and structured orientation process for new staff. ➤ Increased consistency in teaching practices and expectations across departments. ➤ Easier integration of new teachers into the school community. ➤ Better support systems for pupils' social, emotional, and academic needs. ➤ Increased pupil engagement and positive classroom climate.
Reference documents	<ul style="list-style-type: none"> - Well-being surveys, new teachers guide, S1 students guide - https://www.eursc.eu/BasicTexts/2022-01-D-6-en-2.pdf - https://school-education.ec.europa.eu/en/discover/news/guidelines-wellbeing-and-mental-health-school 	
Responsibility	<ul style="list-style-type: none"> - DDSC, Primary-Secondary transition Team, working group on the new teachers' guide, HOD - NP Management, E.S.B. Wellbeing Project Coordinators 	

Priority 7	Sustainability	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	<ul style="list-style-type: none"> - Continuing the sustainability awareness work 	<ul style="list-style-type: none"> - Continuing the sustainability awareness work in partnership with the E&CO group
Expected result(s)	<ul style="list-style-type: none"> ➤ Greater awareness among pupils, teachers and parents about environmental issues and sustainable practices ➤ Integration of sustainability topics into classroom activities and cross-curricular projects ➤ Development of pupils' sense of responsibility and active citizenship regarding global challenges 	<ul style="list-style-type: none"> ➤ Greater awareness among pupils and staff about environmental issues and sustainable practices. ➤ Integration of sustainability topics into classroom activities and cross-curricular projects. ➤ Development of pupils' sense of responsibility and active citizenship regarding global challenges
Reference documents	<ul style="list-style-type: none"> - HOD activity plans 	
Responsibility	<ul style="list-style-type: none"> - DDSC, E&CO coordinators - NP Management 	

Priority 8	Inclusive Education	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	<ul style="list-style-type: none"> - Ensure that pupils with specific educational needs and diverse learning profiles receive tailored support (e.g., assistants, differentiation strategies, Individual Learning Plans) - Organised trainings tailored to our school needs for educational support teachers, but also for class teachers - Liaise with Dutch organisations supporting public schools 	<ul style="list-style-type: none"> - Encourage closer cooperation between teachers, assistants, counsellors, and parents in supporting pupils with additional needs. - Ensure that pupils with special educational needs (SEN) and diverse learning profiles receive tailored support (e.g., assistants, differentiation strategies, Individual Learning Plans) - Provide professional development on inclusive teaching strategies,
Expected result(s)	<ul style="list-style-type: none"> ➤ Improved learning outcomes and inclusion for pupils with diverse needs ➤ Enhanced teacher competence and consistency in support practices ➤ Stronger collaboration between staff, specialists, and families 	<ul style="list-style-type: none"> ➤ Strengthen Support Structures ➤ Enhance Teacher Competence ➤ Strengthen Collaboration
Reference documents	<ul style="list-style-type: none"> - ESB learning support policy, ILP - https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf - https://www.eursc.eu/Documents/2012-05-D-15-en-14.pdf 	
Responsibility	<ul style="list-style-type: none"> - DDSC, Learning Support Coordinator, HOD - NP Management, NP Learning Support Coordinators 	

IV. ANNEXES

1. KEY STATISTICS (SEE DIRECTOR'S REPORT)

2. REGISTER OF PEDAGOGICAL RISKS (DOC. 20250912_5.4A)

3. LIST OF DEROGATIONS 2025-2026 (DOC. 20250912_5.3 DEROGATIONS)