



Soirée informative Focus Mat/P1

L'année scolaire 2019/20

Mardi, 1. Octobre 2019, 17.00h

Bienvenue!

Overview

1. Bienvenue
2. Team Mat / Pri
3. Structures de notre école
4. CIS – Child in School
5. Communication
6. Pédagogie, Focus Mat/P1
7. “Vie Scolaire”
8. Soutien /Support
9. Association de parents

Team Mat/PRI

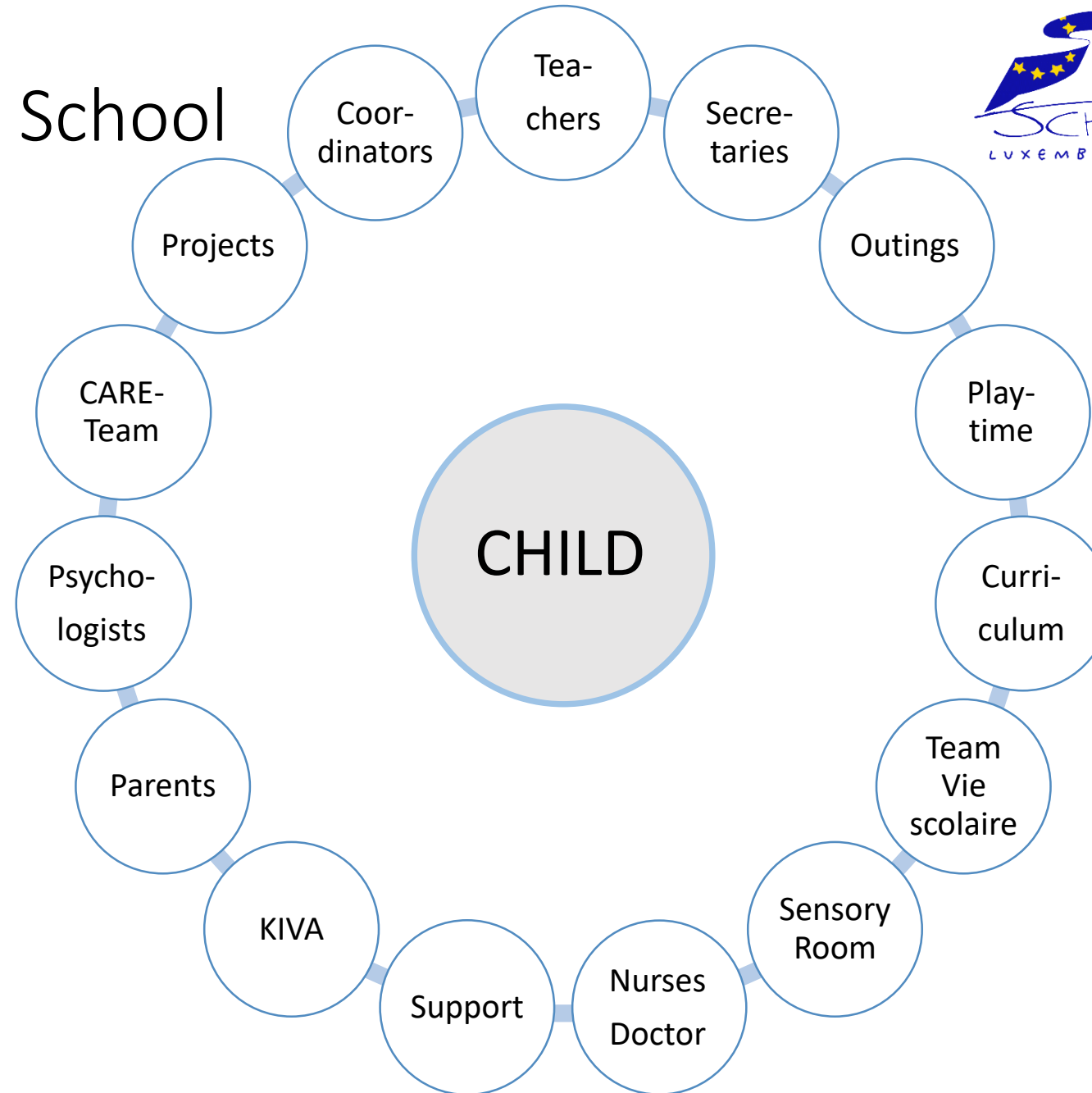
- Coordinatrice Pédagogie:
Mme Nathalie José, Bureaux D-009/B1.1
- Coordinateur Education:
M Sylvain Heuzé, Bureau D-009
- Coordinatrice Support:
Mme Florence Delenclos, Bureau D-014
- Secretariat:
Mme Maria Stathaki, Mme Leslie Scherer
- Directeur adjoint Administration
M Paul Krippler
- Concierges:
M Jean-Luc Cencetti (PRI),
M Marcelo Neto Rodrigues (MAT)
- Coordinatrice Religion:
Mme Marthèse Lufi
- Psychologues:
Mme Virginie Bataille, Mme Sabine Fass
- Infirmières:
Mme Larissa Molitor (PRI)
Mme Nadine Fayolle (PRI)
Mme Claudine Reuter (NUR)
- Médecin:
Mme Dr. Ronit Chafai
- Bibliothécaire:
Mme Nadine Peiffer
- Responsable sécurité:
Mme Maria Kalfopoulou
- Directrice adjointe Pri/Mat:
Sandra Ribić

2. Structures de notre école / les 2 cycles



	Maternelle	Primaire
Classes	16	66
Elèves	361	1300
Enseignants	30	120
Assistants	15	30
Sections DE, EN, FR, PT, PO, NL, ES, SV, FI, LT	10	10
SWALS – Students without language section	3 sections – BG, LV, ET	4 sections– BG, LT, LV, ET
Niveaux	Classes combinées / M1_M2	5

CIS – Child in School



Communication

SMS-MySchoolSystem
School Policy

Ordre possible:

- Secrétariat / Enseignants
- Coordinateurs Sections /Niveaux / Religion
- Représentants des classes
- Coordinateurs Généraux
- L' Association de parents
- Directeur Adjoint (Pri, Mat / Admin)
- Directeur



www.euroschool.lu

www.eurasc.eu

Mission of the European School



- to provide a multilingual and multicultural education for nursery, primary and secondary level pupils.
- prepare children for a happy, healthy, responsible, and successful life
- develop children's personality and abilities
- support children's learning potential
- build up respect for others and the environment
- respect and appreciate children's own cultural and social identity, its values and those of others
- promote a European spirit.

Common curriculum for all language sections



A common Early Education curriculum and a common syllabus for students of the 10 sections in primary school stimulate teamwork and exchanges between students.

Note: Possibility to read the programs on the official website of the European Schools: www.eursc.eu

Construction of a rich learning-environment



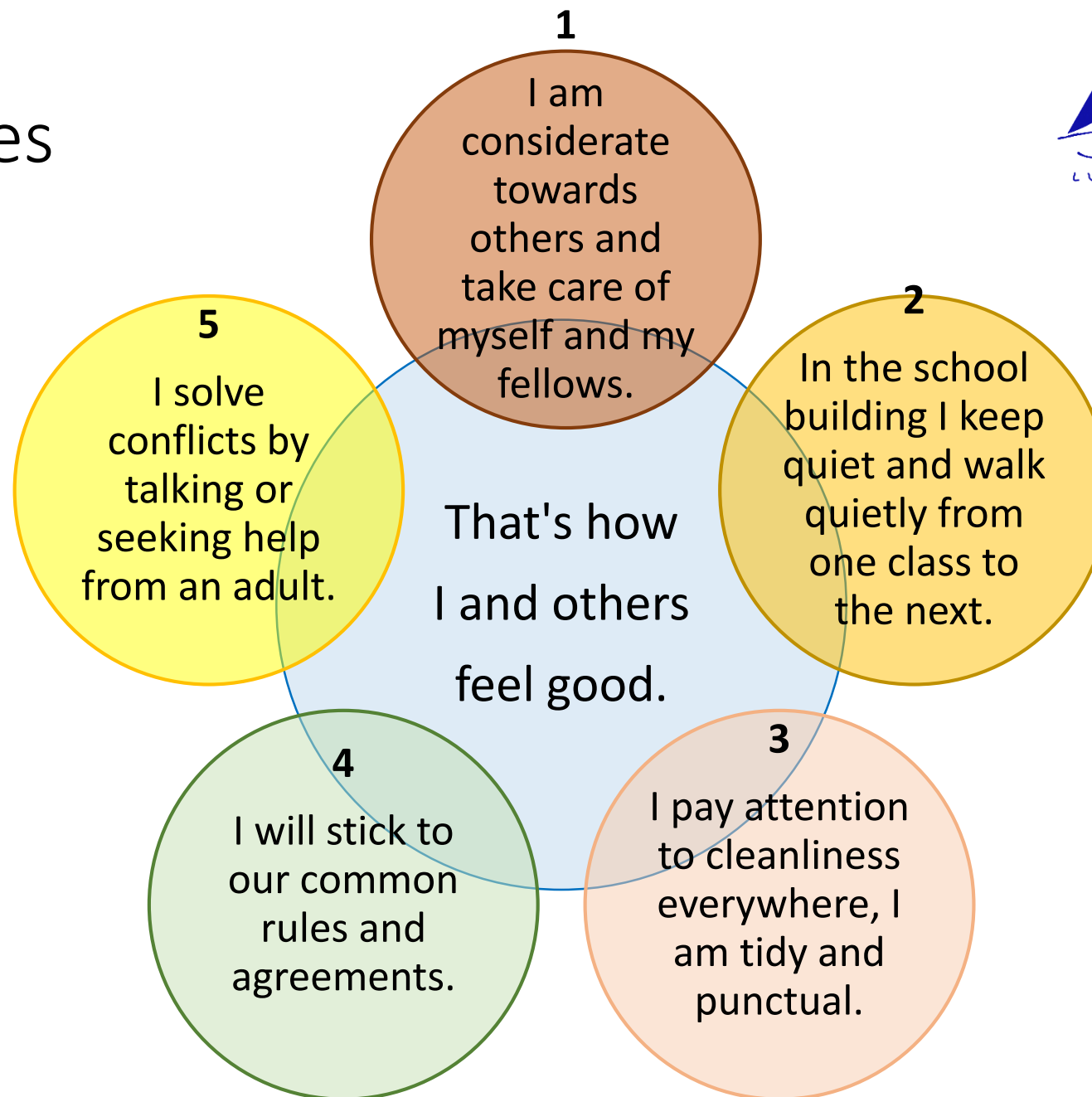
Importance of the construction of different projects, shows, trips, workshops to promote the construction of learning in nursery and primary school and encourage exchanges between the different sections.



Some examples of projects

- Thematic weeks in nursery and primary school:
- Living together/ the rules of life
- Music and dance
- A scientific week for all levels
- A thematic week on space for P1
- A sports day in June
- Various projects throughout the year on sustainable development

School-rules



Daily rules 4 children

- When the bell rings, I go out to the playground **with my teacher**.
- At the end of recess. When the bell rings, I stop playing.
- At the end of recess. When the bell rings, **I line up** calmly.
- In the playground, I play in **the authorized areas**.
- After each break, I calmly return to class **with my teacher**.
- In the morning, between 8h10 and 8h25, balls are forbidden.
- In the corridors, I walk calmly and speak at a normal level.
- In the corridors, I walk on the side of my class. I put away my clothes and shoes in the right place.
- During the day, I use the toilets as if they were at home!

Surveillances Récréations

Récréations P1 P2

- 10.00-10.30
- 14.30-15.00

Récréations P3 P4 P5

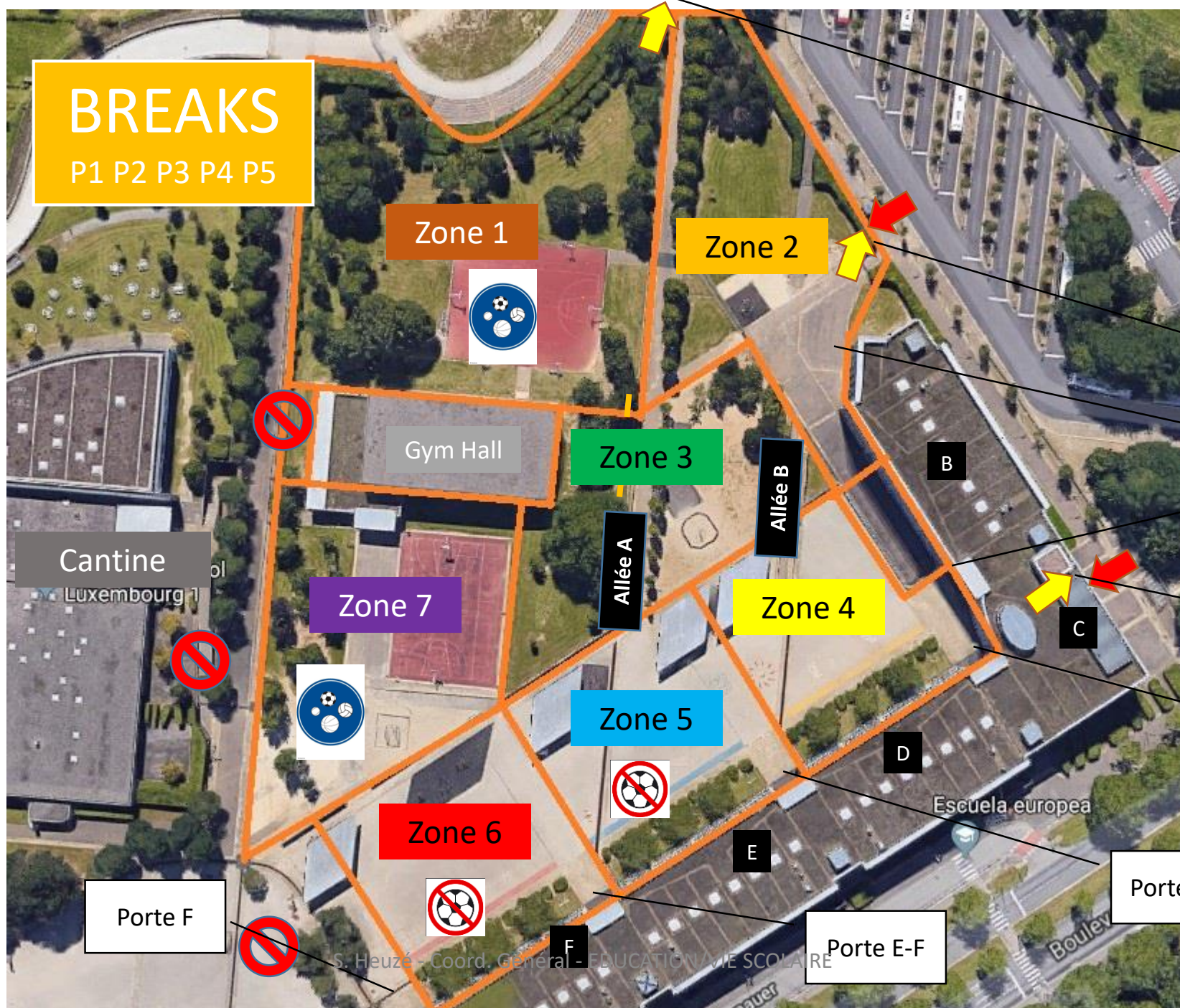
- 10.00-10.20
- 14.45-15.00

- 7 zones
- 3 surveillants/zone

➤ Written report and observations for each area and for each recreation.

➤ Reading of the report by the general coordinator.

➤ = problem solving (meeting with students and/or teachers).



Sortie
Piscine Coque

Entrée/Sortie
BUS

Porte B

Porte B-C

Entrée/Sortie
Hall principal











Porte C-D

Porte D-E

Porte E-F

Porte F

Cantine – 5 Services

P1	P2	P3	P4	P5
				
• 12.00/12.30	• 12.00/12.30	• 13.00/13.30	• 13.00/13.30	• 11.25/12.00
				
• 12.30/13.00	• 12.30/13.00	• 13.30/14.00	• 13.30/14.00	• 12.00/12.30

- Written report and comments for each service.
- Reading of the report by the general coordinator. Presence of the coordinator in the canteen.
- = problem resolution (Mail to parents/meeting with students and/or teachers).

Support for mild difficulties

General support

- Every pupil may need General Support, over and above normal classroom differentiation, at some time during schooling. Pupils may need General Support if they experience difficulty in a particular aspect of a subject, if they need to 'catch up' due to late arrival in the ES system or illness or if they are not working in mother tongue or dominant language.



Support for mild difficulties

Moderate Support

- This is an extension of General Support.
- It is provided for pupils in need of more intensive support or those with a more severe learning difficulty.
- It might be provided for a longer period than General Support and each pupil has an Individual Learning Plan (ILP).
- Parents have to sign an authorization.

Support for pupils with special educational needs



Intensive Support A

- This is given following an expert assessment of the child's needs and the signing of an agreement between the Director and the parents. It can be teaching or assistance.
- 1) Pupil's legal representatives will provide the SUPCO with a medical/psychological and/or multidisciplinary report.
- 2) The Support Advisory Group will be informed of the conclusions of medical/psychological and/or multidisciplinary reports.
- 3) All the Director's decisions about admission into Intensive Support will be made taking into account the proposals of the Support Advisory Group.

Support for pupils with special educational needs

