

**BRITISH- HUNGARIAN BILINGUAL
PRIMARY SCHOOL
B U D A P E S T**



Revised April 2022



I. About The School

BASIC DATA:

Name of the school: British-Hungarian Bilingual Primary School

Short name of the school: British-Hungarian School

OM identifier:

The school's headquarters: 1021 Budapest, Tárogató út 2-4.

The school sponsor: ESB Bilingual Primary School Foundation (1061 Budapest, Andrassy út 17. I / 8.)

Type of school: Primary School

Max, number of students: 384 (from 2024-25)

Number of grades: 8 grades (opening with 1-6 grades in the 2022-2023 academic year and Grade 8 from 2024-25))

International Accreditation: Cambridge International Education

Basic tasks of the institution: Full-time school education

Director of the school: Ms. Eszter Gulyas

Senior Director (Foundation): Dr. Nici Wood

INTRODUCTION:

The Brit-Magyar Bilingual school opened in September 2020, to provide a program of study for children aged 6 - 12 that is delivered in both English and Hungarian languages, in equal measures.

As a foundation school, BM is not only open to pupils from the school catchment area, but also to those who, by virtue of their abilities and aspirations, wish to achieve a high level of English language proficiency in an international, caring environment. Our programs cater for Hungarian speaking families, who wish their children to be aware and proud of their culture, while gaining an understanding and tolerance of other cultures too.

The school, while providing a high standard of education based on the Hungarian National Curriculum (NAT), integrates the pedagogy and curriculum content provided by Cambridge International. It is thereby differentiated from other primary schools by:

- Use of up to date and effective pedagogical practice, using a variety of approaches to support the development of 21st century skills.
- Increased hours of English language teaching, with the delivery of English language lessons in small groups, by native English speakers,
- Delivery of an English Literature curriculum to competent students, as outlined by the National Curriculum for England, through the Cambridge International resources,
- Delivery of Hungarian lessons by experienced Hungarian teachers with a working knowledge of the English language.
- Personalised lessons, by providing opportunities for students to be supported while they work independently, collaboratively, or in small or class groups,
- Delivery of integrated specialist lessons in English, using a combination of the NAT and Cambridge International programs,
- Opportunities for students to work collaboratively on cross-curricular projects as part of STEAM, where they develop their critical thinking and gain a comprehensive range of enquiry based skills,
- Opportunities for students to extend the breadth of their skills through participation in the afternoon program,



- A well defined program to support student's social and emotional development, creating a culture of growth mindset, reflection, persistence and tolerance.

Our school is a full-day school. Lessons and other activities are organised by the school and evenly distributed between the hours of 8:30 up until 16:00, according to the approved pedagogical programme.

Afternoon sessions provide opportunities for specific activities to support both remedial and gifted education.

Extra-curricular activities provide scope for artistic education, physical activity and other specialised skill development, in line with the school's philosophy for learning.

We value our parent community, encouraging their involvement in school to a level that supports their lifestyle. Our Parent Teacher Association (PTA) works effectively to improve communication and build our community links.

1.1 EDUCATIONAL PROGRAM

1.1.1 Principles

Our aim is to become the foremost primary school in Hungary, providing its students with comprehensive knowledge, using a modern educational approach and helping them to become real world citizens.

Our Vision:

“To be Hungary's leading elementary and middle school through a passion for progressive teaching methodology and by providing a broad based education so students become complete global citizens.”

We deliver an English-Hungarian bilingual education that provides modern and comprehensive knowledge to its primary school students, thus preparing them for further education in the Hungarian and International grammar schools.

Our Mission:

“To provide an English Hungarian bilingual education for primary and middle school students that is progressive and seeks to provide a broad education. To prepare students for their further education in either a Hungarian or International system.”

For us, it is important to:

- Ensure a high level of English language acquisition using highly qualified, native language professionals to deliver the Cambridge International Education programs.
- Provide our students with broad based literacy skills in Hungarian and English languages, so that they are fully equipped to access the curriculum at the next stage of their educational journey.
- Ensure that all students, regardless of their language or educational abilities, are able to access the learning by differentiating the program to meet their needs.
- Instil in the students a desire for ‘lifelong learning’, developing their skills of competency, while nurturing a positive attitude towards the learning process.
- Ensure that all students receive a modern educational experience by our staff providing relevant and ‘up to date’ lessons.
- Provide children with the skills for effective communication, including knowledge regarding the safe use of digital tools, to support their transition into higher education and ultimately the workplace.



1.1.2. Values

Core Values

At Brit-Magyar we respect the fundamental values of society, culture and nature. We are student centred and through our school values, we support students to become caring, ambitious and adaptable global citizens, with skills that enable them to create meaningful, productive relationships within society. Our Core values are:

- **Caring** - We instil in our students the importance of caring for themselves, their families, friends, animals and all members within our global society. We help the students to become aware and create opportunities to support those less fortunate individuals, using a variety of methods. We educate our students about their impact on the environment and therefore their responsibility for the care of our planet. As an organisation, we apply this value to all of our decision making processes.
- **Ambition** - We encourage our students to try their best, work hard, set themselves goals with the awareness that in order to achieve this, they must look after their personal mental and physical wellbeing. It is important for us that our students are physically and mentally healthy. Our staff, parents and Founders are ambitious, ensuring that any decisions made enable the school to progress and excel.
- **Adaptable** - We support the children to become open to change by developing their critical thinking skills to generate ideas, and by developing their ability to ask 'What if?' type questions. As a school community, we show adversity and flexibility so that we can embrace changes that are in the best interests of school development.
- **Student Centred** - 'Children come first'. This fundamental value is at the centre of every decision that is made and it is what makes BM a school that effectively nurtures and supports all students in all aspects of their lives.

Other Values:

In addition to our Core values, we also embed the following values through our daily interactions:

- **Respect** - We insist on respectful interactions in the way that we talk and listen to others, the language we use and the actions we show towards each other, our school, our belongings and our environment. We understand and embrace diversity through our actions, appreciating differences in culture, nationality, beliefs and situation.
- **Persistence** - Our mantra is 'Dream big, start small'. We use the philosophy of a 'Growth Mindset' to enable the children to feel safe making mistakes, to encourage them to persist, while providing them with the skills to find different solutions to any setbacks.
- **Integrity** - We believe that students can learn through the mistakes that they make. However, this only works if they have the skills to reflect on their actions and to make correct choices in the future. This forms the basis of our educational approach towards this value and the foundation for the skills that we develop.
- **Spirited** - We are proud to be part of the Brit-Magyar Bilingual School and this is nurtured through our spirited value, which fosters a sense of belonging among all stakeholders. Student, Staff and Parent well-being is important to us and we encourage active participation in school activities and events. Opportunities are created for students to work collaboratively, as part of teams and success is celebrated on individual, class and school levels.

1.1.3. Objectives

- To build meaningful relationships with the children, based on trust and acceptance, with an awareness of their social and emotional needs, their beliefs and attitudes, so that they can be supported in a safe and caring environment.
- To know their base level of understanding as a starting point for all school assignments and pedagogical methods used, so that they can freely access the curriculum.
- To provide opportunities for small group and individual support to maximise students' individual potential and extend this.

- To create a culture where the teacher is seen as a facilitator in the learning process, so that children develop the ability to have an active role in their own learning.
- To teach the foundation and advanced skills of both mother tongue and second language in unison, to enhance and accelerate language acquisition.
- To develop children 's logical thinking and problem - solving skills, included in project based learning, so that they can apply these skills to real life situations.
- To develop children's communication skills, enabling them to be effective when working independently or collaboratively, so that they are equipped to support their own learning and be effective contributors in a team.
- To provide children with the modern tools and applications of computer technology, with an understanding of correct usage, so that they have the skills and knowledge to use them safely and effectively in real life situations.
- To develop children's self-knowledge and positive self-image, developing their confidence, so that they can be equipped to make informed decisions when choosing a direction for further study.
- To educate the students about the importance of health, a healthy lifestyle and regular exercise, so that they are equipped with the information they need to support their positive wellbeing.

1.1.4 Tasks

- When entering the institution, we find out about the child's personality, abilities, health status and family circumstances. This information helps us to quickly build our relationship with the family and support the child's transition into school. Based on information received about the child's performance in previous schools, we can develop an approach that meets their individual needs.
- We provide professional development opportunities for our teachers, so they are conversant with the latest teaching theories and practices, and can apply this knowledge when delivering high quality lessons.
- Teachers are provided with the knowledge and resources they need to be competent users of ICT tools, so that they can use applications confidently and effectively.
- Children are supported to acquire the basic and necessary skills to acquire knowledge and key competencies:
 - Use a foreign language at an advanced level, as a means of communication in real life situations.
 - Express themselves with perfect security in their mother tongue.
 - Use and understand technical terms in each subject, in two languages.
 - Solve problems at a level appropriate to their abilities, using a range of methods and resources, including IT tools.
 - Perform effectively in national competency measurements.
 - Self assess their abilities, develop a realistic self image and demonstrate confidence to ask for help.
 - Work cooperatively, without prejudice, accepting differences.
 - Embrace the traditions of the school, Hungary, the cultures of the Hungarian people and the world.
 - Take responsibility for playing a role to protect themselves, others, the local environment and the planet.

1.1.5 Tools and Procedures

Primarily, tasks are implemented during the lessons. For example:

- Independent work
- Group work
- Projects



Class, whole school and community events also create opportunities for implementation:

- Competitions
- Assemblies
- After School activities
- Celebrations
- Trips
- Community Action

Our procedures are based on the following pedagogical methods:

- Encouragement and by example: through modelling, reflection, self-awareness, dialogue and discussion.
- Activity: using play based methods, cooperative learning techniques, situational activities, practice, assessments, monitoring and evaluation.
- Behavioural methods:
 - Rewards: recognition of positive outcomes using praise, awarding Class Dojo points, certificates and prizes, as outlined in our behaviour policy.
 - Sanctions: encouragement, warnings, reflections and supervision, as outlined in our behaviour policy.

1.2. PEDAGOGIES RELATED TO PERSONAL DEVELOPMENT

1.2.1 Our principles related to personal development

The demands of the 21st century require a whole child approach to education, to fully prepare students for college, career, and citizenship. This ensures that each student is healthy, safe, engaged and challenged. The conversation about education changes from a narrow focus defined by academic attainment, to one that prioritises academic progress, skill development, and social and emotional growth.

Through our values, we instil in our children internal triggers that direct them towards integrity, respect, intellectual improvement, independence, knowledge acquisition, effective communication and a healthy lifestyle. For us to achieve this, it is important for us to communicate to our parents, at the beginning of our relationship with them, that we require their mutual support.

By engaging our children in our curriculum, we develop their aesthetic senses and creative skills. Provision of daily physical exercise improves their physical fitness, their gross and fine motor skills, while teaching them to be cooperative, have self discipline and act as leaders.

We encourage our children to recognise their own values and those of others. They should have an appreciation of their own culture and identity, preserving folk customs and national symbols, to develop a healthy sense of patriotism. They should turn to each other openly, with understanding and tolerance, accepting the differences and diversity of individuals and societies, choosing to be amazed instead of demonstrating condemnation and reproach.

1.2.2 Our general tasks in the field of personal development

At the start of school:

After assessing the children to ensure that they are socially mature, we develop within them:

- An elementary knowledge of themselves and their environment.
- A basic understanding of polite, respectful community behaviour.
- An ability to adapt to the school community, environment and follow rules.
- Self regulation and empathy, so that they are able to cooperate and integrate with others.
- The confidence to express their thoughts and feelings through language and creative avenues.
- Motivation to learn by understanding their interests.
- Independence and confidence to find their way in different life situations.



By the end of primary:

Our children should:

- Behave politely, respectfully and culturally appropriately with their peers, teachers and parents.
- Be attentive to their tasks in school, within and outside of the classroom and have an awareness of the way that they learn best.
- Have the confidence to solve tasks independently, make decisions, with the ability to ask for help when needed.
- Appreciate the importance of accurate, neat work and organisation of resources, ensuring that deadlines are met.
- Demonstrate integrity, leadership and pride in being part of the school

By the end of middle school:

Our children should:

- Be able to set themselves meaningful goals.
- Be helpful to adults, peers and younger children, acting as positive role models and leaders.
- Be able to solve complex tasks by demonstrating perseverance and through research using a variety of resources.
- Recognise the importance of collaboration and active community participation.
- Confidently express themselves in public situations.

1.2.3 Pedagogical tasks related to personal development

- Personal, Social, Health and Economic Education - Our curriculum, Circle Time and Assemblies focus on strengthening the knowledge, skills, and connections to keep our children healthy and safe and prepare them for life and work.
- Academic Education - Using NAT and the Cambridge International curriculum, we provide students with knowledge and the skills needed to acquire knowledge independently, preparing them as lifelong learners.
- Environmental Education - Through our curriculum and by our actions, children explore environmental issues, engage in problem solving and improve the environment. Children develop a deeper understanding of their responsibilities as custodians of the planet and develop the skills to make informed and responsible decisions.

1.2.4 Conditions for successful school personal development:

To achieve these goals, our teachers create a warm, caring and nurturing environment in which the children can safely flourish, supported as individuals with different needs. While at school, the teachers are at the disposal of students to answer their questions, address misunderstandings, help to resolve conflicts and provide comfort or advice. Although clear, well defined, transparent boundaries are essential components of the education process, it is praise and encouragement that ultimately encourages good behaviour and the achievement of outstanding results. Regular communication with parents through daily Class Dojo messages, MozaNapló, and two Parent Teacher conferences provide an opportunity to address problems and resolve them.

We consider the achievement of our goals to be successful and measurable if our students:

- Can meet the conditions for further development in all areas and subjects specified in the local curricula.
- Can meet the expectations of local curricula according to their individual abilities.
- Can successfully participate in school, national and international study, sports and cultural competitions chosen on the basis of their abilities and interests.
- Can perform with the expected or higher results expected of their level on national and international measurements.

- Can be successfully admitted to secondary Hungarian institutions or International schools of their choice.
- Are able to take a state-recognised language exam to the extent appropriate to their age group and language level.
- Are motivated and committed to engaging in the life of the school community and the events of the wider community.

1.3. PEDAGOGIES RELATED TO HEALTH DEVELOPMENT

1.3.1 The goals of physical and mental health education are:

For us, the goals of our health education program are to help our students acquire functional health knowledge, strengthen their attitudes, beliefs and their practice skills so that they are able to adopt and maintain healthy behaviours throughout their lives.

1.3.2 Tasks of physical and mental health education:

- Personal, Social, Health and Economic Education - As specified in section 2.3, our program highlights the importance of a healthy diet, regular physical exercise and contributors towards positive spiritual well being.
- Academic Education - Using NAT and the Cambridge International curriculum, we cover areas of Nature and Science, where our children learn about balanced, healthy diets and lifestyles, including the harmful effects of drugs and alcohol. We draw students' attention to the prevention of diseases through educational work, posters and frequent hand washing. Through our PE curriculum, children acquire the skills and knowledge to enable them to enjoy and participate in physical activities.
- Provision of food - We provide meals through a quality purchased service, Mezna, that provides balanced meals and snacks, taking into account children's specialised dietary needs. Competitions organised by Mezna focus on the components of a healthy diet.
- Water - Parents provide their children with water bottles. Children are encouraged to consume healthy volumes of water each day and have free access to water at all times.
- Outdoor play - Children have access to our outdoor garden twice a day during their morning break, for 30 mins and their lunch break for 1 hour. Our timetable is flexible, so that teachers may provide the children with additional breaks in the afternoon, based on the needs of the children. On occasion, some lessons may be delivered in the garden.
- PE provision - Children receive 4 PE lessons each week, and these are delivered in our gym, garden or local sports centre facilities. Children in G1 to G3 receive swimming lessons over the course of an 8 week period.
- Environment Week - Children in all grades think about themselves as custodians of our planet during Environment Week and examine the ways in which they can take responsibility for preserving the environment.
- Trips - Children in our lower school take part in forest excursions, led by specialist teachers, in connection to changes in seasons. All students have the opportunity to take part in two class trips each semester.
- After School Program - Our children can choose to be involved in a range of activities that promote their well being, provide opportunities for collaboration, teamwork and physical activity.

1.3.3 Knowledge acquisition for health development:

- Self-knowledge: My qualities, what I am capable of, what makes me different.
- Personal hygiene: Keeping the body clean, dental care, personal presentation, developing and strengthening habits.
- Correct lifestyle: The correct balance of learning, playing and resting.
- Cleanliness of our environment: Participation in keeping their environment clean.



- Transport: Accident prevention, rules for pedestrians.
- My place in the community: Attachment, love, helpfulness, etiquette.

1.3.4 Methods for successful health development:

Creating a calm, friendly, loving and safe atmosphere throughout the school, ensures that the wellbeing of staff and students is supported. Our light, spacious, and well resourced classrooms ensure that the students and staff are provided with an environment that is conducive to learning. We minimise the use of bells for the demarcation of lessons, to reduce noise and distraction.

Functional displays provide stimulating, educational visuals and children's successes are celebrated through the displays of their work in classrooms and corridors. The Class Dojo platform is used to share children's learning outcomes with parents and opportunities to praise children for good work and positive attitudes are provided by the awarding of Class Dojo points each lesson. Whole school competitions relating to our school values emphasise the importance of these and again create opportunities for students to receive acknowledgments for participating in school events.

Our students take part in statutory screening tests and further advice from a school doctor is available should any issues be raised during screening tests. Our association with Budapest Főváros II. kerületi Önkormányzat Család- és Gyermekjóléti Központ (1027 Budapest Horvát u. 2-12.) provides the school access to experienced health workers, who provide child protection services, counseling services and workshops.

Our staff receive annual first aid training, child protection training and fire drill training to ensure that they are conversant with best practice. When required, staff will also receive training in additional areas relating to the health of students, for example if dealing with a diabetic child.

Students must be supervised by teachers and teaching assistants when they are in the school or garden. An electronic door keypad at the entrance of the school ensures that children cannot leave the premises without parental supervision and that unauthorised strangers are not allowed to enter our building.

We consider respectful language and behaviour to be highly important and communicate this daily through our Respect Class Dojo icon. Our staff, students and parents are familiar with our behaviour flowchart, found in our behaviour policy, which clarifies the processes we use to maintain respectful interactions. Class teachers use positive reinforcement techniques as classroom management tools, to encourage positive behaviours during lessons. Methods for conflict management are modelled by staff, so that children are supported to develop skills that enable them to resolve differences independently.

1.4. PEDAGOGIES RELATED TO COMMUNITY DEVELOPMENT

1.4.1 Our goals related to general community development:

At Brit-Magyar, we are committed to building a school community that connects people, schools and technologies, resulting in enhanced learning outcomes, support, collaboration and wellbeing for the entire school. We recognise that deeply united learning environments have an array of benefits for students, teachers, parents and the wider school.

- There is a greater sense of belonging, school pride and motivation to teach and learn.
- No student learns the same way or at the same pace. With a connected learning network, we create personalised learning journeys for each and every student.
- The diverse knowledge and skills of all community members will be valued and even those who may not be readily present will also be included in a collaborative setting.



- All school community members have a role to play in learning, solving problems and contributing to the learning goals of pupils. By being connected, there is shared responsibility and an overall increase in the learning opportunities.

The positive, friendly rapport that our teachers develop with the children and parents sends a message to them that they are all important members of the school community, playing an essential role in the daily dynamics of the school, We consider their opinions and ideas to be important.

Regular trips provide opportunities for our students to learn expectations for behaviour as they apply to the wider community. For example, we expect them to behave respectfully on public transport, museums and in all locations visited. This strengthens their sense of belonging within the community and supports our goal that when they leave school, they represent not only themselves, their families, but also the community at large.

1.4.2 Competence development areas highlighted in community development:

Social and civic competences:

- Commitment to the common good, conflict management and cooperative behaviour.
- Responsibility for the care of the environment..
- Acceptance of others (religion, different cultures, disability, lifestyle).
- Openness and ability to build empathic relationships.
- Developing the capacity for patience, understanding and tolerance.

Competences in communication:

- Oral and written Hungarian and English languages, required to represent one's own viewpoint and the public interest of others.
- Ability to form an independent opinion.
- Ability to express, defend and interpret arguments.

Digital competence:

- Ability to access digital technology safely, respectfully and competently in preparation for use in the workplace.

1.4.3 Tasks related to community development

- Articulation of common plans and realistic goals that apply to all members of the community
- Building relationships, based on our core values, that apply to all members of the community
- Direct and indirect education through lessons and other activities relating to school life
- Group tasks are organised to ensure that all students can participate and are actively involved
- Opportunities for student voice through the student council and other leadership roles
Students are involved in democratic elections and take responsibility for the representation of their class or group
- Opportunities for learner agency, and initiative through project based activities and the pedagogical approach during lesson delivery
- Opportunities for collaborations between students in different classes, through joint events and activities
- Continuous practice of community existence through varied school events, celebrations and trips. Dependent on age, students have greater autonomy with increasing involvement in planning, decision making, organisation and execution of events
- Opportunities for parent involvement as part of 'Career Day' and other whole school events.
- Opportunities for involvement in competitions and collaborations with other schools.
- Presentations and workshops from external guests
- Exposure to sports facilities, libraries, and a wide range of other external venues.



- A focus on community development during ‘Spirited Week’
- Opportunities to learn about Hungarian heritage, British and International cultures through daily exchanges, activities and whole community events
- A clearly defined behaviour policy, that is applied consistently, so that students are aware of the expectations and can apply these to all aspects of school and community life
- Opportunities to embed our values based program through daily ‘Circle Time’, weekly assemblies and a variety of competitions
- Inclusion and collaboration with members of the Parent and Teacher Association (PTA)

1.5. THE RESPONSIBILITIES AND ROLES OF THE CLASS TEACHER

The content and framework of the teacher’s duties are regulated by the Public Education Act, the Decree 20/2012 (VIII.31.) EMMI, the pedagogical program of the school, the work plan of the school, the decisions of the Board of Education and the instructions of the Director.

At Brit-Magyar, the role of our teachers is multifaceted, as educational guide, facilitator and co-learner. Our teachers have a responsibility to search out and construct meaningful educational experiences that allow students to show they have learned the concepts, skills, habits of heart and mind that meet educational and community standards. They have a responsibility to inspire our students as life-long learners.

They need to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities. They must counsel students as they grow and mature, helping them integrate their social, emotional, and intellectual growth so that they can seek, understand, and use their knowledge to make better decisions in their personal lives and to value contributing to society.

The educational environment isn't confined to the classroom but, instead, extends into the home, the community and around the world. Information isn't only available in books, but also digitally and experientially.

1.5.1 Tasks of the teacher relating to the student:

- To identify the individual needs and talents of each student and provide the necessary instruction to support and extend the development of these
- To prepare students academically and emotionally for their transition into higher grades in the school, or other educational institutions
- To use assessment in setting realistic goals for students and guide them through the process of self-reflection, so that they can begin to independently create their own
- Use rigorous data to track the progress of students, ensuring that records are kept up to date.
- To prepare students academically and emotionally for their transition into higher grades in the school, or other educational institutions
- To create a safe and nurturing environment that promotes the academic, social and emotional development of each student
- To ensure the positive physical and emotional well being of students under their care
- To act as councillors and facilitators, with the aim of mentoring students to independently solve their personal conflicts, problems and gain positive wellbeing
- To provide opportunities for community development through the organisation and execution of group activities, trips and events
- To communicate regularly with parents regarding student absence and the academic, behavioural and emotional progress of their children

1.5.2 Tasks of the teacher relating to the organisation:

- To act responsibly, professionally and respectfully as role models, preserving confidentiality, unbiased opinion and without discrimination
- To deliver high quality lessons and show diligence to additional duties such as cover and supervision
- To contribute to the formation and development of the school community, playing an active role in associated activities and events
- To participate in parent meetings and reporting processes, providing relevant and timely feedback on student progress
- To ensure parents are informed in advance, in a timely manner, about assessments, curriculum coverage and any event that relates to their child's educational program.
- To create a stimulating learning environment that provides instruction, celebrates student achievement and enables students to be independent learners

1.5.3 Tasks of the teacher relating to self:

In our staff the number of Hungarian teachers is slightly higher than International teachers in order to fulfil our model of:

- G1 Hungarian Homeroom teachers
- G2 Hungarian Homeroom teachers
- G3 and above, an equal balance of Hungarian and International Homeroom teachers.

The Homeroom cycle is two years so that a Grade 1 teacher will continue with that class into grade 2. This cycle continues throughout the school unless a teacher leaves.

Teachers need:

- To be conversant with all school policies and procedures, adhering to their guidelines.
- To be conversant with the Health and Safety processes and procedures of the organisation, including Child Protection, ensuring training is up to date
- To complete the administrative and organisational tasks required as part of legislation
- To complete administrative tasks, participate in discussions and meetings related to their roles as educators within the school
- To be conversant with modern educational theories and practices through continual professional development
- To develop skills relating to technological advances through continual professional development

1.6. PEDAGOGICAL ACTIVITIES RELATED TO STUDENTS IN NEED OF SPECIAL ATTENTION

The 2011 CXC. § 4 of the Act. 13 defines those students in need of special attention as follows:

(a) children and pupils in need of special treatment:

- a child with special educational needs,
- a child or student with integration, learning or behavioural difficulties
- extremely talented child, student

(b) disadvantaged under the Law on the Protection of Children and the Administration of Guardianship; and multiple disadvantaged children.

1.6.1 Our Principles:

It is a fundamental right of every child to receive an education appropriate to his or her abilities and needs. One of the most important goals of Brit-Magyar is to know the needs and talents of each individual student and through skilled educational practice, support them to extend and develop their abilities, raise academic achievement, educate them morally and nurture their positive wellbeing.



Our relatively low number of classes and small group sizes (maximum 24 students), help to effectively support children in expanding or developing their abilities and talents. For our young Grade 1 students, we maintain a maximum adult:student ratio of 1:12.

Throughout the school, English Literature and Grammar lessons are delivered concurrently by two fluent English language teachers, using the Cambridge International English Literacy, or English as a Second Language frameworks, depending on the needs of the child.

As a selective bilingual school, we offer a complex curriculum which can be accessed by students in mainstream education. We cannot therefore accommodate students needing additional support provided by external services relating to educational, behavioural or emotional needs.

1.6.2 Tasks to support students with learning difficulties:

The work of teachers in our school is characterised by an understanding, caring and helpful attitude. Teachers use a range of assessment tools to identify student's interests, motivations, strengths and areas for development.

The level of ability of our pupils is not homogeneous, even in class groups where students are approximately the same age. Therefore, it is necessary from a pedagogical point of view to provide strategies that enable all students to access the tasks within the framework of school education.

- Involving parents and gaining confidence, discovering antecedents and circumstances.
- Creating a caring and supportive social environment
- Lessons are differentiated using a range of different pedagogical approaches:
 - Flexible-pace learning
 - Collaborative learning
 - Progressive tasks
 - Digital resources
 - Verbal support
 - Variable outcomes
- The employment of practitioners with developmental educational experience provides resources for assessment of students and guidance for teachers, parents and students.
- Development lessons with qualified teachers provide one to one, or small group, support for students needing re-enforcement of educational material.
- Providing a longer time to carry out tasks, breaking down questions into smaller parts.
- Providing 'learning to learn' strategies for students to enable them to access the curriculum more easily.
- Providing parents with links to specialised services and through their recommendations, preparing individual development plans.

1.6.3 Tasks to support students with behaviour difficulties:

- In order to identify problems as soon as possible, diagnostic measurements are carried out in Grade 1.
- Creating a caring and supportive social environment.
- Involving parents and gaining confidence, discovering antecedents and circumstances.
- Cooperation with the pedagogical service to carry out further measurements, identify areas to be developed and proposed development.
- Providing the given student with an individual behaviour plan, through the activities of the teachers and in collaboration with the parents.
- Liaising with parents and staff from external specialist services to inform the Head teacher and the relevant teachers about the process and results of the student's development.

1.6.4 Tasks to help develop talent:

Giftedness is dynamic, not static. Identification needs to occur over time, with multiple opportunities to exhibit gifts. Our starting point, in support of all students, is to identify their areas of strength. These abilities may be demonstrated in different areas ranging from leadership to intellect or artistic ability. Sometimes, students manifest incredible aptitude in a specific subject area.

Characteristics in the cognitive and affective domains most commonly appear in general classroom behaviour and, therefore, may be observed by the classroom teacher. Students should demonstrate the ability to draw upon their raw talent to perform at impressive levels in one or more domains. Students should have their performance compared against their peers to reveal whether that performance is significantly better than other students.

We apply some of the tools used to support students with learning difficulties, described in section 6.2, to help develop talent:

- Practitioners with developmental educational experience provide resources for guidance for teachers, parents and students.
- Development lessons and competition preparation groups with qualified teachers provide one to one, or small group, acceleration and enrichment support for students.
- Lessons are differentiated.
- The organisation of differentiated working groups during lessons enable high ability students to work together, or act as mentors in mixed ability group settings.
- Extracurricular activities that offer the opportunities for students to be engaged in sports activities, drama, music and dance.
- Opportunities for students to participate in internal and external competitions e.g. Bolyai Grammar, Maths and Science competitions, Kenguru Maths competition and ‘Spirited Week’ bilingual ‘Spelling Bee’.
- Opportunities for students to participate in school performances.
- Opportunities for students to demonstrate and develop leadership skills, as part of the student council, or other leadership activities.
- Opportunities for students to organise class or whole school activities and events.
- Access to resources, including technology, to support higher level learning.

1.6.5 Our methods and tools aimed at alleviating social disadvantages:

Our aim is to help the integration and learning of students who are disadvantaged, even temporarily, by their social circumstances. It is important to involve families as partners in school processes and decisions. We must ensure that they can turn to any colleague with confidence when they need help. The cooperation between the child protection officer and the class teachers is even more important here, trust and confidence depends on discreet assistance. Our tasks are:

- Treat students equally to ensure that disadvantaged students have the opportunities to perform to the same standard as their advantaged counterparts.
- Get to know the child and his or her circumstances as they join the school and identify the factors that hinder the development of their capabilities the most.
- Based on the needs of the child, and in collaboration with parents and the Child Protection Officer, create an individualised support program to ensure that the student receives the help that they need.
- Offer counselling through the services of Budapest Főváros II. kerületi Önkormányzat Család- és Gyermekjóléti Központ (1027 Budapest Horvát u. 2-12.)
- Set up mentoring for students and teachers through the services of Budapest Főváros II. kerületi Önkormányzat Család- és Gyermekjóléti Központ (1027 Budapest Horvát u. 2-12.)
- Provide regular health supervision and care through the school nurse and doctor.

1.6.6 Pedagogical tasks relating to the protection of children and young people

- It is the responsibility of all staff members working within the school, to recognise and report any signs of child abuse. All staff members receive biannual child protection training and are conversant with the school's child protection policy.
- The school works with a Child Protection Officer, through the services provided by Budapest Főváros II. Kerület Önkormányzat Család- és Gyermekjóléti Központ, a school nurse and doctor, who provides guidance and assistance with administrative tasks concerning all aspects of child welfare.

1.7. EXERCISING STUDENT'S RIGHTS TO PARTICIPATE IN THE INSTITUTIONAL DECISION-MAKING PROCESS.

At Brit-Magyar we are student centred, recognising the importance of student voice and necessity for response to student feedback. Student voice helps to increase engagement and build positive relationships. When students believe they are respected and their views are valued, they feel like they belong so feel physically and emotionally safe.

Students are given the opportunity to make decisions related to their learning, to provide opinions on the functional operations of the school, and contribute to school policy.

- Learner Agency: Students are given opportunities to control their own learning through project based activities, execution of tasks and presentation of outcomes. When students believe their actions can make a difference, they become more confident, engaged, and effective learners.
- Trips and Events: Students are given opportunities to choose trip venues and organise events.
- Policy: Student opinion is sought in the formulation of the school's guiding statements and some school policies.
- Student Council: The interests of the students are represented by the school's Student Council, members of which are democratically elected by students and staff at the start of the academic year. The role of the Council members are clearly articulated in a job description which is shared with all students during the election period. Council members meet two times each semester, supported by a teacher.

1.8. CONTACT WITH PARENTS, TEACHERS, STUDENTS, SCHOOL PARTNERS

The forms of communication between the communities of the institution are varied: School website, Online teaching platforms, Communicator, class blogs, email, telephone, meetings, workshops and Open Days.

1.8.1 Communication with parents:

Communication with parents on the welfare and academic progress of their children is through:

- Class Dojo - This online platform is recommended as the primary source of communication between the Homeroom teachers, Subject specialists and parents. Communication may take the form of private messaging, class blogging to celebrate student performance, class information regarding upcoming calendar events or reminders relating to homework. Teachers are given a 36 hour response time, within working hours and non-inclusive on weekends.
- Google Classroom - This online platform provides access to homework tasks for parents and students. It is used as a platform for the delivery of lessons in cases of class or school closure.
- Brit-Magyar Communicator - This online platform provides parents and students with the teaching resources used during the delivery of our English program.
- Email - Staff school email addresses are shared with parents at the start of the academic year. In support of Health and Safety, staff are unable to share private email contacts with parents or children. Teachers are given a 36 hour response time, within working hours and non-inclusive on weekends.

- Telephone - Administrators are available throughout the working day, to receive calls from parents.
- Meetings - Parents have access to teachers for short periods of time at the start and end of the school day. Parents can make private appointments to meet with staff if they require longer meetings. Meetings can be held either in person or online, in response to parent request and staff availability.
- Meet the teacher - These face to face events occur twice a year; at the start, where parents are introduced to staff and expectations are set; at the end of the first semester, where there is a review and expectations for the second semester are set.
- Parent and Teacher Conferences - These online meetings are held twice within an academic year. Parents are informed about their children's academic progress and performance during lessons.
- mozaNapló - This online service provides parents with weekly updates of their children's attainment, and monthly updates regarding their attitudes and behaviours. An end of semester report provides a summary of their child's performance over that time period.
- Website - Documentation regarding school policy and pedagogy are available on the school website: <https://britmagyariskola.hu/>

Communication with parents on matters outside of their children's academic performance take the form of:

- Class Dojo - This online platform is used to deliver information relating to the whole school in the form of a school blog. Messages will be posted on the whole school feed by members of the Senior Leadership Team (SLT).
- Meet the Director - Four online sessions are conducted throughout the course of the year. PTA representatives submit items for the agenda one week in advance of the meeting.
- Parent Workshops - These occur as online or face to face events. The content relates to topics highlighted as specific areas of interest for students or parents.
- Open Days - Six events are conducted over the course of an academic year. These provide information about the school's principles and procedures.
- Parent and Teacher Association (PTA) - Parent representatives from each class form our PTA committee. These representatives channel information from the parent body to members of the SLT. Our PTA plays an active role in the organisation of community events. The SLT meets with the PTA committee members four times an academic year.
- Parent survey - This document is shared annually with parents. Feedback from the survey generates data used to update the school development plan.
- Meet the Founders - Parents have an opportunity to attend an annual meeting where they will receive updates on the progress of the school and information regarding proposed future developments.

1.8.2 Communication with teachers:

Communication with staff occurs on a daily basis during their continual interactions. A weekly online briefing document is shared with staff members to update them about upcoming events and relevant information pertaining to school process, or members of the community. All staff attend the weekly staff meeting, to discuss strategy or to receive training.

1.8.3 Communication with students:

Homeroom teachers would be the first point of contact for students, but all of our staff develop caring relationships with the students and would be available to support them with any problems or concerns.

All students are provided with a school email account so that they can receive online information through the Google Classroom and the BM Communicator. Students are not expected to communicate with their teachers using the Class Dojo application.



The Student Council provides a channel for students to express their ideas and opinions to the SLT.

1.8.4 Communication with school partners:

Members of the SLT are in daily contact with representatives from the Foundation. Online weekly meetings keep them informed about procedural changes, strategy and school performance. Members of the SLT meet in person with representatives from the Foundation every month.

1.9. EXAMINATION REGULATIONS

The regulations of the school in relation to examinations complies with 11/1994. (VI.8.) MKM. contained in Section 26 (2) of the Decree.

These regulations apply to:

- Internal students applying for Grading examinations, which may be the result of a decision made by the Board of Education.
- Internal Students taking Diagnostic examinations.
- Internal students taking Remedial examinations, which may be the result of a decision made by the Board of Education.

Examination grades are determined as follows:

- 0 - 39% - insufficient
- 40 - 59% - sufficient
- 60 - 74% - medium
- 75 - 89% - good
- 90 - 100% - significant.

In the case of non-integer percentages, the general rules for rounding apply.

1.9.1 Grading examinations:

In order to obtain a grade in a subject, a student must take a grading exam if they have:

- Missed more than the time allowed by law and based on the decision of the Board of Education.
- Are abroad due to private student status, or other authorised absence.
- Exempt from compulsory classes.
- Have received agreed shortened study time (for one or more subjects or from all subjects)
- Transferred from another school and have not previously studied the subject or required to pass an examination in that subject (eg foreign language).
- Have been granted permission to take a grading exam for subjects not studied in class.

The dates of a Grading examination shall be determined by the Director. The exact date is given in writing, to the candidate or parent, at least two weeks in advance.

For Grades 1 - 4, the duration of a written Grading examination will be 20 minutes. A maximum of three written exams can be taken in one day. The maximum duration of an oral Grading examination is 15 minutes (preparation time is not included). This must be held before an examination board made up of teachers from the school. The examining teacher should preferably be the one that taught the student during the course of the year. In the case of a student failing a Grading examination, the student must take a Remedial exam within 3 months.

1.9.2 Remedial examinations:

A student who fails to reach a sufficient level in a subject area by the end of an academic year, must pass a Remedial examination to progress to the next Grade.



The administration of this examination will be carried out in the school, on a date determined by the Director. Parents will be notified of this date at least two weeks in advance. In the event that a student fails to take, or pass this examination, the student will be required to repeat the class.

1.9.3 Cambridge International examinations:

In accordance with Cambridge International accreditation of the school, all students from Grade 3 upwards take an ESL Progress test and higher level students, an English language 'Checkpoint' examination three times over the course of an academic year. Parents are informed of their child's performance.

1.9.4 National measurements:

In Grades 4,5 and 6, students take part in national competence and target language measurements in Reading Comprehension, Mathematics and Science subjects, as well as English. Parents are informed of their children's performance. Analysis of the measurements are used when compiling the work plan and study programs for the next academic year.

Our upper-grade students are assessed by NETFIT measurements during classroom instruction. Parents are informed about their performance.

1.9.5 Other Assessments:

Our school expects students to actively participate in the teaching and learning processes according to their abilities. The school sets requirements that can be met by students. The system of requirements takes into account the core material specified in the NAT. In order for teachers, pupils and parents to receive feedback on each stage of the teaching-learning process, a continuous and consistent assessment system is needed. The method of evaluation can be both oral and written in all grades. Both oral and written assessments examine individual performance, register progress, and compare current student performance with expected standards. By constantly monitoring student achievements and feedback on results, we ensure the effectiveness of the learning process.

The year-end assessment is a measure of the student's performance over the year. It is calculated as an average of the assessment grades achieved by the student for that period.

Forms of assessments are:

- Oral check (affiliation), on the spot.
- Diagnostic tests at the beginning of the academic year (percentage assessment only, not included in the evaluation).
- End of year written tests.
- Closing papers/Semester tests (200% grade, at least one/main subject each semester).
- Subject tests (100% grade).
- Short tests (50% grade).
- Related written works (preparation of drafts, project works, presentations).
- Lesson activity.
- Focused student product (drawing, poster, modelling)
- Evaluation of participation in study competitions

1.10 PRINCIPLES OF THE ADMISSIONS PROCESS

1.10.1 Admissions for new starters: first year Grade 1:



Children attend two selection sessions, during which time they are assessed in the following areas:

- Literacy related skills
- Maths related skills
- Motor skills
- Special Educational needs

Parents are asked to provide a reference from their children's nursery in support of their application.

Students may be invited to attend an additional selection day if teachers were unable to form a secure opinion regarding their maturity and school readiness. This takes the form of a two hour session held on a Saturday morning. Teachers prepare age appropriate lessons in Hungarian, English, PE and Creativity.

Conditions of entry to the first year of school:

- At least six years of age
- Kindergarten expert opinion on school admissibility
- Student has attended two selection sessions
- Parents and their children must accept and comply with the Pedagogical Programme, the educational principles and rules of our institution
- Admission to school is decided by the director in consultation with teacher assessors.
- Our enrollment is not bound by district boundaries.

1.10.2 Admissions for new starters: Grades 2 to 6 and in year Grade 1:

During the admissions process, the parents and students attend a pre-enrolment meeting conducted by members of the senior management team. During an interview, the student is assessed on their level of ability in Hungarian Language and Grammar, Maths and English Language, to ensure that they would have the ability to access the curriculum. The student's attitude towards learning and age appropriate social skills will also be determined. Parents are asked to submit their children's latest school reports in support of their application, in addition to information regarding any special educational requirements.

Following pre-enrolment, the student will attend two trial days, during which time the teachers are able to gain a better understanding of the child's talents and needs. This also provides an opportunity for the student to determine whether they feel able to integrate comfortably into the school community.

Conditions of entry to the first year of school:

- Parents and their children must accept and comply with the Pedagogical Programme, the educational principles and rules of our institution
- The child has not been subject to disciplinary proceedings, has a good academic record and good behaviour
- A student must be able to access both the Hungarian and English curriculum frameworks
- A pupil may be admitted if the majority of the subjects they have studied in their previous school is the same as the majority of the subjects taught at our school. If different, the student may be admitted as long as there is evidence that they can make up the shortfall.



II. The Local Curriculum

2.1 SCHOOL STRUCTURE

2.1.1 Class Structure:

The school opened in September 2020 and continues to expand, with the addition of a class each year as the oldest cohort of children moves to a higher Grade level. The expansion of the school at this top end will cease, once the oldest cohort reaches Grade 8 level.

In addition, expansion is also occurring in the lowest section of the school, with a move from one to two form entries in Grade 1. The school will eventually accommodate two form entries from Grades 1 through 8.

Class sizes are optimally 22 students, reaching a maximum of 24 students. Group sizes for English lessons are smaller, since the curriculum is delivered by two specialist teachers. All core English lessons are delivered by two native English speakers.

2.1.2 The structure of the day:

The daily schedule is shown in the table below:

Event	Start Time	End Time
Drop Off	8.00	8.30
Circle Time	8.30	8.40
Lesson 1	8.40	9.30
Lesson 2	9.35	10.25
Break	10.25	10.50
Lesson 3	10.50	11.35
Lesson 4	11.40	12.25
Lunch	12.25	13.25
Lesson 5	13.25	14.10
Lesson 6	14.15	15.00
After School Program	15.00	16.00
Late pick up	16.00	16.30

Lessons range in length from 50 minutes in the morning, to 45 minutes after the break session. A daily ethics lesson in the form of Circle Time is scheduled for a 10 minute period at the start of the day. The number of core lessons increase as the children progress to higher grades up the school:

Grade levels	Number of core lessons
1, 2 and 3	26
4	27
5	29
6	28

7	30
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2.1.3 Breaks and Lunch:

The daily schedule accommodates short breaks of 5 minutes between lessons with longer morning and lunch breaks. Although break times are scheduled in the daily program, teachers of the lower grades have the flexibility to provide additional short breaks when they feel it is in the best interests of the children. This often correlates with the delivery of lessons that involve complex concepts or assessments and an additional short break enables the children to be more focused in subsequent lessons.

The lunch break is scheduled for 60 minutes, during which the children have ample time to enjoy their lunch in the canteen, before going to the garden to play or relax.

Parents have the option to purchase a well balanced, hot lunch provided by an external provider, currently Mezna, or to provide their child with a healthy lunch themselves. All children eat their lunch together in the canteen, supervised by teachers and teaching assistants.

2.1.4 The curriculum in general:

Our bilingual program is delivered using an equal balance between Hungarian and English languages. Lessons delivered in Hungarian are prepared using the NAT framework. Those delivered in English follow both the NAT and Cambridge International frameworks. English Literacy and English as a Second language lessons follow the UK based Cambridge International framework exclusively. Additional specialist subjects that are taught in English follow the NAT standards, but use additional resources and pedagogical approaches from the UK based system.

In addition to English Literacy and English as a Second language, specialist subjects taught in English include:

- Grades 1 and 2 - Art, Technology, PE and STEAM projects
- Grades 3 and 4 - Science and Nature, Art, Technology, Digital Culture and PE
- Grade 5 - Art, Technology, PE, STEAM projects, Digital Culture, Cultural Civilisation, Drama, Community Education and Ethics
- Grades 6 and 7 - Art, Technology, PE, STEAM projects, Digital Culture, Cultural Civilisation, Community Education and Ethics

2.1.5 Specifics of Cambridge International Frameworks:

The frameworks encourage active learning, which involves learners being engaged in their learning rather than passively listening and copying information. Learners are provided with a broad, balanced and age-appropriate progressive pathway through the curriculum.

As well as developing learners' knowledge and understanding of different subjects, Cambridge International encourages the development of key learner attributes. These attributes underpin the Cambridge approach and apply to teachers too.

- Reflective as learners, developing their ability to learn
- Innovative and equipped for new and future challenges
- Confident in working with information and ideas – their own and those of others
- Engaged intellectually and socially, ready to make a difference
- Responsible for themselves, responsive to and respectful of others

2.1.6 Specifics of Ethics:

According to the provisions of the Act on National Public Education, the education of ethics subjects in grades 1-8 of primary school is carried out in a compulsory classroom framework. The education of

ethics is taught by the teacher in the lower grades, and in upper grades by a teacher with special training.

The basic aim of the subject is to explain how ethical principles, social rules, social and emotional skills rooted in cultural traditions, contribute to the formation of individual and community identity and to the development of cooperation within the community. During the lessons, students deal with the processing and interpretation of modelled and real-life experiences at an age-appropriate level. We support students being able to form their own opinions on the fundamental issues of personal and community life through:

- **Circle Time:** This activity helps develop positive relationships between children. It aims to give them tools to engage with and listen to each other. It is often used as an opportunity to solve problems that are affecting the class, for example too much talking during lessons, or someone being picked on. The whole class takes part at the same time, led by their homeroom teacher, who sits in the circle with their students. This circle encourages unity, respect, turn-taking and working together towards a shared vision. It also helps children work on five key skills: thinking, listening, looking, speaking and concentrating.
- **Assemblies:** The main intention of the school assembly is to develop a feeling of unity among all the students and teachers. It creates an opportunity to inform the students about celebrations and events associated with their Hungarian heritage and of international significance. In addition, it provides students with a sense of identity in the school, motivating them through appreciation, rewards, and accolades on performing well in academics and other curricular activities.

2.1.7 Specifics of STEAM:

- STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.
- The frameworks for lesson or project delivery, are prepared by integrating the Art, Technology, Science and Maths standards from the NAT and Cambridge International curricular.
- The whole point of STEAM is to inspire inquiry and curiosity; to empower students to ask thought-provoking questions that promote creativity and exploration, and to connect their problem-solving to real-world solutions. With STEAM, no subject, or student, is excluded.
- STEAM not only teaches students how to think critically, solve problems and use creativity, it prepares students to work in career areas that are predicted to experience significant growth.

2.1.8 Specifics of Physical Education (PE):

The objectives of our PE curriculum cover 6 key areas:

- **Moving Well:** Learners become increasingly proficient and independent in their movement skills and are able to link them together in different ways. They learn to move with increasing control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.
- **Understanding Movement:** Learners develop their understanding of how to describe movement and movement patterns. They observe, discuss and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.
- **Moving Creatively:** Learners creatively respond to movement tasks in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.
- **Taking Part:** Learners participate positively in a variety of individual, pair and group activities and develop concepts of team and group work. They develop their collaborative, leadership and social skills, recognise that people have different movement strengths and give supportive feedback.

2.2 SCHOOL CURRICULUM

2.2.1 Breakdown of Lessons:

Nat TABLE for 2022/2023

2022/2023	1.		2.		3.		4.	
	M	E	M	E	M	E	M	E
Hungarian Grammar and Literature	7		7		5		6	1
Maths	4		4		4		4	
Ethics	1		1		1		1	
Nature and Science					1		1	
English		4		4		4	2	3
Music	2		2		2		2	
Art	2		2		2		2	
Technology	1		1		1		1	
Digital Culture					1			
Physical Education	4+1		4+1		4+1		4+1	
Mandatory number of lessons	22		22		22		24	
Bilingual extra framework		4		4		4		4
Total	26		26		26		28	

2022/2023	5.		6.		7.		8.	
Hungarian Grammar and Literature	4		4		3	1	3	
Maths	4		4		3		3	1
History	2		2		2		2	
Civics							1	
Homeland Studies				1				
Ethics	1		1		1		1	
Science	2		2					
Chemistry					1		2	

Physics					1		2	
Biology					2		1	
Geography					2		1	
English	3	1	3	2	3	2	3	2
Cultural Civilisation		1		1		1		1
Music	2		1		1		1	
Art	1		1		1		1	
Drama and Theatre		1						
Technology	1		1		1			
Digital Culture	1		1		1		1	
Community Education	1		1		1		1	
Physical Education	4+1		4+1		3+2		3+2	
Mandatory number of lessons	27		26		28		28	
Bilingual extra framework		3		4		4		4
Total	30		30		32		32	

2023/2024 academic year

2023/2024	1.		2.		3.		4.	
	M	E	M	E	M	E	M	E
Hungarian Grammar and Literature	7		7		5		5	1
Maths	4		4		4		4	
Ethics	1		1		1		1	
Nature and Science					1		1	
English		4		4		4	2	3
Music	2		2		2		2	
Art	2		2		2		2	
Technology	1		1		1		1	
Digital Culture					1		1	
Physical Education	4+1		4+1		4+1		4+1	
Mandatory number of lessons	22		22		22		24	
Bilingual extra framework		4		4		4		4
Total	26		26		26		28	

2023/2024	5.		6.		7.		8.	
Hungarian Grammar and Literature	4		4		3	1	3	
Maths	4		4		3		3	1
History	2		2		2		2	
Civics							1	
Homeland Studies				1				
Ethics	1		1		1		1	
Science	2		2					
Chemistry					1		2	
Physics					1		2	
Biology					2		1	
Geography					2		1	
English	3	1	3	2	3	2	3	2
Cultural Civilisation		1		1		1		1
Music	2		1		1		1	
Art	1		1		1		1	
Drama and Theatre		1						
Technology	1		1		1			
Digital Culture	1		1		1		1	
Community Education	1		1		1		1	
Physical Education	4+1		4+1		3+2		3+2	
Mandatory number of lessons	27		26		28		28	
Bilingual extra framework		3		4		4		4
Total	30		30		32		32	

2.2.2 Hungarian subjects:

Grade 1:

Hungarian Grammar and Literature

In education, the Subject of Hungarian Grammar and Literature plays a key role: it gives knowledge, develops skills, abilities, thinking, and provides an intellectual and moral heritage.

When teaching the subject, our main goals are that the students:

- Master the process of reading and writing
- Obtain a secure comprehension of knowledge according to their age
- Develop vocabulary
- Read for enjoyment



The first semester of the first academic year is a preparatory period, aimed at observing students and developing partial abilities in a concentrated and differentiated way based on these observations. Although letter instruction begins during this period, the main emphasis is on skill development.

In the first semester, the preparation of writing is carried out during which correct reading habits are formed. Students develop their ability to orientate and improve their fine motor skills. In addition, the letter forms are introduced and outlined. In parallel with the teaching of letter reading, the teaching of lowercase letters begins. Recognition of reading symbols is taught in parallel with the development of reading techniques and comprehension relating to each topic. From learning reading techniques, the emphasis is constantly on reading comprehension.

In the first two years, the development of orderly (proper) writing begins. This is done with dynamic outline, the practice of line-keeping, the habit of an orderly writing image, self-monitoring and correction.

Maths

The first semester of the 1st class is considered to be a preparatory period in the field of mathematics learning.

During this period, the basics of all mathematical topics are learnt. It is important that these concepts are very solid, and the main focus is on understanding, developing as opposed to assessment. Children who progress more slowly will be supported by the teacher. It is important that the child does not feel pressured by their performance and can progress at their own rate. During this phase we may use a range of tools and resources as aids and prompts, to support the children with their learning, until they are able to work independently of them.

Music

In the first semester the learning process is characterised by a lot of play and self-indulgent singing, which precedes the teaching of knowledge. Awareness of the musical elements begins in the second half of the year. Children learn action songs in the classroom, in the courtyard, in the hallway, wherever there is space and the opportunity. It is essential to create a feeling of even pulsation and maintain it. It is also a continuous task to develop the sound of the class, to standardise it, and to create a clear intonation. The acquisition of music literacy takes place gradually and continuously. Students develop the music they learn, their experiences with words, drawing, dance and free movement improvisation.

In accordance with the Hungarian music pedagogical traditions, the development is based on the joint creative work of the teacher and the students.

Grade 2:

Hungarian Grammar and Literature

In second grade, students further deepen their reading skills. Short tales are read and processed together. They observe and compare the content of different stories and their own life situation. They will learn about the content of the texts they hear and read.

They learn and practice some simple techniques of knowledge processing and some basic learning techniques.

Students learn the reading symbols used in native language writing at their pace, learn to write legibly according to their individual characteristics, and strive for an orderly writing image. Our goal is to enable students to monitor and improve their own written work with help or independently.



They learn and master the uppercase and lowercase alphabets, they can classify words that begin with the same and different letters alphabetically. The rules are also applied when searching a digital interface.

They correctly describe the names of living beings, objects and thoughts correctly, starting a sentence with a capital letter and applying the sentence-end punctuation marks corresponding to the intonation of the sentence, the intention of the speaker, and in accordance with questions or declarations.

Maths

Students are able to formulate and solve mathematical problems in the situations that arise during the course of class activities. When problem solving, they can perform tasks in order or backwards as needed, and they can check their solutions.

They get acquainted with simple textual tasks and learn to solve them with the help of their mathematical knowledge. They are able to sort the numbers in a row, place them in a number line. They learn about the concept of local value and simpler units of measure.

Music

Students sing in groups or independently, at a pitch appropriate to their age and vocal characteristics, striving for pure intonation. They actively participate in games, dances and dramatised performances related to the learned songs. They learn to play simple instruments, and play simple songs on them. Students become familiar with the Kodály methodology when singing simple songs. They learn the Kodály hand signals.

Grade 3:

Hungarian Grammar and Literature

In the third grade it remains a priority task to provide awareness of and develop the instinctive use of language. It should be borne in mind that the language skills of the students are different. Therefore, differentiated development taking into account individual abilities is constantly necessary.

Speech development, reading technology and comprehension are being developed in parallel. Texts of a variety of genres and types help to develop individual interpretation of texts and provide the basic techniques for text processing and learning.

The development of writing techniques and the use of writing at the tool level will continue in this grade. We do not teach language skills, but develop them based on playful, experiential experiences. Instead of word-specific concepts, we deal with the meaning and spelling of words.

Maths

In addition to continuing the basic activities that define the first two years, during this period, observations that prepare conceptual thinking, the discovery of relationships, the processing of pictorial information and the ability to make predictions gradually play a more significant role. Students become increasingly better at converting written text to mathematical notation.

The recognition and interpretation of connections, relationships, assumptions and explanations is part of the building of concepts and at the same time the development of creative, problem-solving and logical thinking.

Students are also able to express their observations and describe their work mathematically, more and more independently and accurately during geometry tasks. By the end of the fourth year, as a result of



many activities, they have certain experience of certain concepts that they will need in the upper school.

Music

In the third and fourth grades, the main task is to further develop and deepen the knowledge and skills acquired in the preceding ones, primarily in an experiential and playful way.

Students encounter the instruments in various forms if possible, primarily in the music they listen to, but they also encounter them live at musical performances and concerts. These sound-generating tools are used in improvisational, playful tasks. As a result, performing, musical reception and creative skills will reach a higher level.

They express their experiences when listening to music by words, drawing, dancing and free movement improvisation. In the music you listen to, you will recognize the learned musical elements and characters.

Grade 4

Hungarian Grammar and Literature

In fourth grade, the student understands the text corresponding to his or her abilities, through reading out loud or by silent reading. They know and can apply some reading techniques, enabling them to contribute to and support their position in the context of arguments, while at the same time listening to the opinions of peers and cooperating with them. They look at drama games that deal with conflict and communication with contemporaries and adults. They can apply the known rules of communication according to a given situation, apply basic reading strategies and can perform tasks to prove their understanding of the text.

Maths

Fourth-grade students are able to find solutions to the mathematical problems that arise in the course of their activities. They can formulate mathematical problems, collect missing information and solve this kind of thought-provoking, logical task. They are able to formulate estimates, compare quantities and convert different units of measure.

Music

In the third and fourth grades, the main task is to further develop and deepen the knowledge and skills acquired in the preceding grades, primarily in an experiential and playful way.

Grade 5

Hungarian Grammar and Literature

The main goal of teaching is to continuously increase the level of literacy of the students, through which they have knowledge corresponding to their age and maturity, to use and apply. Students are taught to think, by stimulating their curiosity and creativity. Students are provided with knowledge to understand relationships on national, community and on individual levels. They get to know their culture, its thoughts, moral content and aesthetic values. In this way, they become mentally and emotionally attached to it. They can interpret their past, their present environment, and themselves, according to their age group. It is essential that students have a secure understanding of the text at this stage. It is important for students to become active readers who, by the end of this phase, can see behind the primary meaning of the works, i.e. they have a variety of reading and interpretation strategies that enable them to consider and think through the texts they read. They can link their existing knowledge with the content of reading, heard or digital texts, seeing and highlighting the connections.

Maths

In upper grade, the range of known numbers is expanded by fractions and negative numbers, so that the student can perform operations with them. One of the essential requirements of learning-teaching is that the introduction of visual and then symbolic models of different mathematical situations given by text and numbers should be gradual. The student performs simple actions with the known symbols, knows their properties.

In grades 5-8, the emergence of natural science, digital technology and economic knowledge in learning-teaching content makes it possible to demonstrate the applicability and usefulness of mathematics.

The student's skills in mathematical communication are improved. They use mathematical terms correctly, interpret concepts, explain them and apply them well in practical situations.

In addition to the safe application of mathematical development games, computers and other ICT tools, the student will become acquainted with mathematical software that develops mathematical knowledge and digital competences together.

At this educational stage, the inspection and evaluation only cover the application of the learned knowledge.

Music

The main goal of teaching singing and music is to increase the knowledge of students in their mother tongue. It is also important to *further develop* established musical abilities. The focus remains on musical activity, including singing. Key topics:

- Folk songs, songs
- Compositions
- Rhythmic development
- Hearing development
- Music literacy

History

The aim of history teaching and learning is to acquaint the students with the historical facts, characters, events, stories and processes recognized by historical science and tradition as the most important, as well as to become aware of their nationality. Students are acquainted with the most basic elements of the cultural coding system, which allows them to identify with the core values of our culture.

Processing historical sources is an effective way to improve reading comprehension. The student discusses the historical problems that arise, collects arguments, summarises them in writing and orally before presenting them with the help of digital communication tools.

As history is learned, the ethical, responsible use of digital tools develops the student's information management and processing skills, which also helps to develop and deepen their analytical thinking, which includes controlling the acquired information and examining its authenticity. Getting to know and using internet portals, audio and film archives and databases containing historical sources, and processing the resources found there is an indispensable tool for modern history learning.

Drama and Theatre

Teaching Drama and Theatre develops understanding through experiences, as well as developing communication, cooperation, creativity, and strengthening the sense of belonging. The creative



process of drama and theatre serves to enrich the students' self-knowledge and co-knowledge, which helps them to build and maintain relationships more easily.

Student activities are used to express thoughts and emotions, while learning about various dramatic and theatrical forms of expression, to acquire and interpret their application.

The subject develops communication competences, because within the framework of drama and theatre it is possible to apply and practice a wide variety of forms of self-expression (verbal, vocal, nonverbal), which greatly expands the range of communication possibilities compared to the usual. In the process of communication, students are open, sensitive and critical of the opinions of others and strive to engage in constructive dialogue.

Science

The Science subject plays an essential role in the development of scientific and technological literacy in the early stages of becoming acquainted with natural sciences. It plays a connecting role between environmental knowledge in the lower grade and science subjects taught in a disciplinary framework from the 7th grade (biology, physics, geography, chemistry). In the learning-teaching process of natural science, it plays an essential role to get acquainted with the problems and lifelike situations relevant to the students, which is achieved by discussing the problem raised in an integrated way, actively involving the students, planning, implementing, observing and analysing simple experiments.

The inner motivational basis of the study of natural science is the child's interest in nature, living and inanimate environmental phenomena, which the subject transforms into conscious knowledge acquisition. Based on scientific observations and experiments, which were initially carried out with more support, and later more and more independently, the student experiences the active process of acquiring knowledge. The student can connect the subjects and methods of study of natural science with the contexts of everyday life, and the applicability of knowledge also strengthens the ability to learn self-control.

The Science subject and the natural sciences in general develop the skills by which the student learns to express his own thoughts, observations and experiences clearly, briefly and accurately.

Grade 6

Hungarian Grammar and Literature

The main objective is to develop the ability of students to create texts: they can create types of texts with different vocabulary and meanings corresponding to different communication situations, constantly improving their writing skills and spelling.

Hungarian Grammar and literature are also related to other subjects and fields of culture. The development of subject depth is one of the principles of the subject structure when processing certain literary topics, film or theatre adaptations of works. This is achieved through incorporation into the class work or homework.

Although we spend at least 80% of the program on the core material, museum pedagogical and drama pedagogical tools are also used when delivering content. When constantly expanding the literary vocabulary of students, we take into account the general cognitive ability, emotional development and interests of the age group.

Teaching Hungarian grammar and literature provides a mechanism for the transfer of culture, and education about the importance of its preservation, in addition to the development of competences.



Students' personal well-being, cooperation skills, social integration and expectations of behaviour contribute to their emotional development.

Maths

Initial wording through text is gradually replaced by the use of technical terms naming mathematical concepts. In practical situations, the need for professional discussion and reasoning appears.

In grades 5-6, chapters follow each other in a thematic arrangement: Sets; Mathematical logic, combinatorics; A set of natural numbers, knowledge of number theory; Basic operations with natural numbers; Integers, basic operations with integers; Ordinary fractions, decimal fractions, rational numbers; Basic operations with ordinary fractions; Basic operations with decimal fractions; Proportionality, percentage calculation; Plain text tasks; Preparation of the concept of function; Series; Measurement and units of measure; Flat shapes; Transformations, edits; Spatial geometry; Descriptive statistics; Probability calculation.

Music

At this stage, the main objective is to guide the student through the process of activity-oriented musical cognition. The goal is also to use as many playful and creative methods as possible to develop their imagination. Singing and playing music together as indispensable forms of healthy development of the personality help them to cooperate harmoniously with others, to feel a sense of community and to develop an inner urge for self-expression and self-knowledge. According to Kodály's guidance, the experience gained in this way leads to the creation of masterpieces.

The students will continue to get acquainted with the instruments of the classical orchestra, as well as Hungarian folk instruments.

The aim of musical skill development at this age is to get acquainted with and practice the types of rhythms and beats known in the musical material. In the development and practice of rhythmic, melodic and auditory skills, self-expression, the independent application of the learned musical elements and tools plays an increasingly important role.

In addition to learning about the works, the aim of listening to music is to analyse musical means of expression more in depth and to interpret the works in a broader historical and social context. Part of the interpretation is the verbal expression of the thoughts, feelings and opinions generated by music, which help emotional education.

History

The aim of primary school history teaching and learning is to make the student acquainted with the most basic stories, facts, phenomena, events and characters of Hungarian and universal history.

In Grades 5-6, history teaching introduces the student to the knowledge of the historical past. In addition to raising interest in the subject, creating a positive attitude and acquiring the most important knowledge, this is when the basic learning method skills and skills necessary for learning history begin.

In learning history, the student learns about the main elements of humanity and the cultural heritage of the Hungarians. It values outstanding human creations and interprets their technological, scientific and artistic role. In reviewing each historical period, students recognise the importance of value-creating works and explore their impact on lifestyles and everyday life, with analytical thinking.



Homeland Studies

Knowledge of the homeland and its people, covers the cultural heritage of our people, the long-standing elements of our national culture and Hungarian folklore. It provides space for experiential individual and community activities that lead to the knowledge, appreciation and identification of the family, the home, the place of residence, the homeland, the Carpathian Basin, the Hungarian nation and the people living in Hungary.

The subject of national and folk knowledge presents the urban and rural life typical of the past, especially at the turn of the 19th and 20th centuries, focusing on everyday activities, festive customs and differences in the landscape. The knowledge of local values provides a framework for this learning process. Their knowledge of Hungarian culture will enable them to identify similarities and differences compared to other cultures, increasing their awareness of globalisation.

The curriculum builds on knowledge acquired in the previous grades of primary school for; Hungarian language and literature, Music, Visual culture, Physical Education, folk poetry, folk music, folk art and folk dance. It expands the areas of popular culture, taking into account prior knowledge of the students.

The central element of the curriculum is the experiential knowledge of folk traditions, where the students participate in an active and creative way, to gain theoretical knowledge. Learning to participate cooperatively within a group forms a prominent part of the teaching process.

Science

Children of this age group are mostly interested in the living and inanimate environment and nature. Based on this interest we provide them opportunities to develop the skills and abilities that will enable them to navigate the world of higher natural sciences in the higher grades.

By practising the methods of observation, description, comparison, grouping, sorting, measurement and experimentation independently, the students' observation, descriptive, identification and measurement techniques develop, which, unlike in the lower school, they can implement even without the help of a teacher.

The observed phenomena are then described in some form, which at this age can be not only writing, but often drawing or other forms requiring manual or verbal skills. The measurement of the basic quantities has already been reliably mastered by the students in the lower grades. In grades 5-6 this is deepened and practised, and the range of quantities to be measured is extended. Students prepare for the scientific experiments typical of the higher grades by designing, carrying out simple experiments and drawing conclusions.

The acquisition of the ability to navigate in time and space is also carried out at a basic level, by solving practical tasks. Students develop their ability to read maps and then apply their knowledge in the field. In the course of the development of temporal orientation, students learn about time related phenomena from a geological timescale to chemical reactions that occur in a fraction of a second.

We deal with the elements of the inanimate environment, their permanence and changes. The examination of the laws of systems, the connections between structure and applicability, the topic of matter and energy, is emphasised. In addition to scientific ideas, the topic often highlights social aspects of processes such as energy saving, thus emphasising human responsibility for the protection of health and natural-environmental systems.



2.2.3 English subjects:

Grade 1:

English as a second language (ESL)

Reading:

Students understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them. They recognise, identify, sound and name the letters of the alphabet, Recognise, identify, sound, segment and blend phonemes in individual words, identify and remember high-frequency sound and letter patterns and they recognise, identify and sound, with support, familiar words and sentences.

Writing:

They can hold a pen/pencil in a comfortable and efficient grip, form higher and lower case letters of regular size and shape, write letters and words in a straight line from left to right with regular spaces between letters and words and include a full stop when copying very high-frequency short sentences.

Use of English:

Students can use imperative forms of common verbs for basic commands and instructions, use common present simple forms [positive, negative, question] to give basic personal information and use common present continuous forms [positive, negative, question] to talk about what is happening now.

Listening:

Students can understand some specific information and detail of short, supported talk on a limited range of general and curricular topics. They understand a limited range of short, supported questions which ask for personal information and understand a limited range of short, basic supported classroom instructions.

Students recognise the sounds of phonemes and phoneme blends and the names of letters of the alphabet.

Speaking:

Students make and respond to basic statements related to personal information. They ask questions in order to find out about a limited range of personal information and classroom routines and they use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.

English grammar and literature:

Reading:

Students begin to hear, read and write initial letter sounds, knowing the name of and most common sound associated with every letter in the English alphabet. They can identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'. They use knowledge of sounds to read and write single syllable words with short vowels, then blend to read, and segment to spell words with final and initial adjacent consonants, e.g. b-l, n-d.

They can use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.

They begin to read a range of common words on sight, reading from simple books, labels, lists and captions to find information. They pause at full stops when reading.



They can retell stories, with some appropriate use of story language, learn and recite simple poems, join in and extend rhymes and refrains, playing with language patterns.

They begin to read aloud independently from simple books and identify sentences in a text.

Writing:

Students develop a comfortable and efficient pencil grip and they learn to form letters. They know that a capital letter is used for I, for proper nouns and for the start of a sentence. They use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory.

They write a simple sentence with a capital letter and a full stop. They write sentence-like structures which may be joined by and. They can read their own writing aloud and talk about it, developing strategies to build up their vocabulary.

They begin to write simple story books with sentences to caption pictures, using relevant vocabulary. They can record answers to questions, e.g. as lists, charts and begin to use some formulaic language, e.g. Once upon a time. They write for a purpose using some basic features of text type.

Speaking and Listening:

Students speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. They can answer questions and explain further when asked. They are aware of the listener, through non-verbal communication and take turns when speaking. They engage in imaginative play, enacting simple characters or situations.

They converse audibly with friends, teachers and others, speaking confidently to a group to share an experience. They listen to others and respond appropriately, understanding that people speak in different ways for different purposes and meanings. They listen carefully to questions and instructions.

Visual Culture:

The most important task of the visual education of first grade children entering the school is to preserve and maintain the joy and motivation of the work. This requires a system of tasks that considers their age characteristics, interests and personal experiences, which contains many playful elements and also builds on the children's special sense of humour.

The most important goal of visual education is to help students understand the visually interpretable phenomena of the world around them, including the experience and interpretation of visual art works, and through this to consciously shape our environment.

Other important goals of the course:

- Students get acquainted with the most important works of art and architecture created by the Hungarians, the traditional object culture and decorative art of the Hungarian nation.
- Emotional development of students, which is an important tool for developing a positive emotional attitude towards the world around them.
- Students are proud of Hungarian culture and to be attached to the values of our homeland.
- Become acquainted with the most significant works of fine art and architecture in European and universal visual culture
- Develop an interest in the visual arts.
- Develop and apply a playful, creative approach at certain school stages at age-appropriate levels
- Use materials as widely as possible
- Develop the fine motor skills of the hand through creative activity

- Use diverse media and approaches
- Create interoperability between visual media
- Create freedom of artistic thinking
- Study the everyday forms of visual communication that can be connected to digital culture, as well as the built environment and the material world, and to develop the awareness of environmental shaping

The content of the visual culture subject consists of three sub-areas:

- Fine arts
- Visual communication
- Object and environmental culture

Technology:

The subject of technology and planning focuses on problem-solving thinking, the acquisition of knowledge through one's own experience, which is a tool for creative design and creative work in the classroom, using traditional crafts and the most modern digital technologies. Learning knowledge, application and problem-based creation play a key role in the curriculum.

The aim is to develop the ability to solve complex practical problems in the lives of students, to support learning and development through action. Pupils create products from real materials that can be used during the learning process (functional, edible, pick-up, etc.), using tools and instruments that can be used safely at a given age.

A priority task is to develop dexterity according to age. The conscious, planned transformation and machining activities carried out in the lessons include getting to know the different materials, experiencing machinability, applying design and technological processes, and disposing of the waste generated during the work in an environmentally conscious manner.

The subject of technology and design develops the key competencies recorded in the National Core Curriculum as follows:

Communication competencies:

- During the study of the subject, the student can share their ideas and plans with their peers
- integrate their opinion, and reach a consensus by clarifying the differences
- Engage in a constructive dialogue by developing their cooperation skills

Digital competencies:

- Gain perception of the environment
- Gain access to information
- Evaluation of information, and integration into everyday life

Mathematical and thinking competencies:

- Gain a wide-ranging, differentiated system of activities, with which it establishes the students' scientific and technical literacy, and helps them to solve problems that arise in everyday life.

Personal and social relationship competencies:

- Gain experience of the possibilities of developing planned cooperation with group members and of leadership and executive roles within the group through group practical creative activities with others.

Competences of creativity, creative creation, self-expression and cultural awareness:



- The student's active awareness is strengthened during their school activities, which contributes to the demanding nature of work, the active shaping and development of life

STEAM:

Three one week STEAM projects are undertaken each academic year during which the students have an opportunity to develop their skills of:

- Problem-Solving.
- Communication.
- Creativity.
- Collaboration.
- Critical Thinking

PE:

Students become increasingly proficient in the following areas, as they progress from Grade 1 to Grade 3:

Moving Well:

- They practise and refine basic movement skills
- Perform movement skills with increasing proficiency and use them sequentially
- Move with control and coordination
- Using space in different ways and moving with different speeds and dynamics
- Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control

Understanding Movement:

- Describe own and others' movements using simple activity-specific vocabulary
- Describe actions, dynamics, space and relationships when observing and engaging in movement
- Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges
- Understand and follow simple rules, and understand and use tactics and compositional ideas

Moving Creatively:

- Explore a variety of movements and movement patterns that begin to demonstrate creativity
- Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment
- Respond to given and selected tasks and challenges in a range of movement contexts
- Discover and use a range of compositional ideas to express themes, moods and emotions.

Taking Part:

- Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others
- Know their roles and start to recognise others' roles in a range of simple individual and small team/group contexts
- Know how to work independently towards the achievement of agreed movement goals
- Begin to take and share the lead in team/group work
- Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement
- Listen to others and respond appropriately in a range of movement tasks and challenges



Taking Responsibility:

- Show increasing ability to share space and equipment, to take turns and to cooperate with others
- Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations
- Demonstrate collaboration and begin to understand what fair play is in team/group physical activities
- Understand when and how to engage the help of others during group movement tasks
- Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve

Healthy bodies:

- Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing
- Identify and name which body parts are being used during physical activity and why these are important
- Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this
- Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities
- Understand the importance of warming up and cooling down the body when participating in physical activity
- Understand some components of a healthy diet.

Grade 2:

English as a second language (ESL):

Reading:

Students understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics. They understand the meaning of simple short sentences on familiar general and curricular topics. They can read and follow, with support, familiar instructions for classroom activities and can recognise, identify and sound, with support, a limited range of language at text level.

Writing:

Students can plan, write and check, with support, short sentences on familiar topics. They begin to use joined-up handwriting in a limited range of written work.

They include a full stop and question mark during guided writing of short, familiar sentences and use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities.

Use of English:

Students use imperative forms [positive and negative] to give short instructions. They use common simple present forms, including short answer forms and contractions, to give personal information and use common past simple forms [regular and irregular] to describe actions and narrate simple events, including short answer forms and contractions.

Listening:

Students understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics. They use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics



Students can identify initial, middle and final phonemes and blends. They recognise words that are spelled out in a limited range of general and curricular topics.

Speaking:

Students use basic vocabulary for a limited range of general and curricular topics. They give short, basic descriptions of people and objects. They contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges. They take turns when speaking with others in a growing range of short, basic exchanges and can relate very short, basic stories and events on a limited range of general and curricular topics

English grammar and literature:

Reading:

Students learn the different ways in which vowels can be pronounced, e.g. how, low, apple, apron. They use phonics as the main method of tackling unfamiliar words, identifying syllables and splitting familiar compound words into parts. They extend the range of common words recognised on sight. They begin to read with fluency and expression, taking some notice of punctuation, including speech marks. They can locate words by initial letter in simple dictionaries, glossaries and indexes.

Writing:

Students can form letters correctly and consistently. They practise handwriting patterns and the joining of letters.

They plan writing through discussion or by speaking aloud and can make simple notes from a selection of non-fiction texts, e.g. listing keywords.

They develop stories with a setting, characters and a sequence of events, choosing interesting words and phrases, e.g. in describing people and places. They begin to use dialogue in stories. They write instructions and recount events and experiences.

Speaking and Listening:

Students can explain plans and ideas, extending them in the light of discussion. They articulate clearly so that others can hear, varying talk and expression to gain and hold the listener's attention. They show awareness of the listener by including relevant details and attempt to express ideas precisely, using a growing vocabulary.

They extend experiences and ideas through role-play. They begin to be aware of ways in which speakers vary talk, e.g. the use of more formal vocabulary and tone of voice.

Visual Culture:

The practice of visual education in the first two grades appears in a system of skills development tasks. As they develop their creative and receptive skills, children should be taught to use traditional pencil drawing, pen drawing, water and tempera painting, clay patterning, and other diverse materials and tools professionally. In the process of developing skills in the use of tools, efforts should be made to reach students at least at the proficiency level by the end of the second grade. In addition, to learn about and use the specifics of a communication and media environment appropriate to their age.

Another important task of the first two school grades is to establish the visual literacy of young students, which does not mean holding lessons for self-inclusion, but lies in the form of well-selected imagery used to conceptually support their playful, motivating, largely expressive imaging.

The props of the Hungarian folk holidays, the knowledge of our national symbols and the themes of object and environmental culture built from the Hungarian folk object culture together contribute to the children's natural knowledge of our national characteristics.



For more information please refer to Grade 1

Technology:

For more information please refer to Grade 1

STEAM:

Three one week STEAM projects are undertaken each academic year during which the students have an opportunity to develop their skills of:

- Problem-Solving.
- Communication.
- Creativity.
- Collaboration.
- Critical Thinking

PE:

Students become increasingly proficient in six areas, as they progress through Grade 1 to Grade 3.

The six areas of learning are:

- Moving well
- Understanding movement
- Moving creatively
- Taking part
- Taking responsibility
- Healthy bodies

(Please see Grade 1 for more detail)

Grade 3:

English as a second language (ESL):

Reading:

Students can recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics. They understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics.

Students recognise, identify and sound, with support, an increasing range of language at text level. They read, with support, a limited range of short simple fiction and non-fiction texts with confidence and enjoyment. They recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics.

Writing:

Students can plan, write and check sentences, with support, on a limited range of general and curricular topics. They use full stops, commas, question marks and speech marks at sentence level with some accuracy when writing independently and use upper and lower case letters accurately when writing names, places and short sentences when writing independently.

Use of English:

Students can use numbers 1–100 to count, use basic quantifiers many, much, not many, a lot of on a limited range of general and curricular topics.

They use common comparative and superlative adjectives to give personal information on a limited range of general and curricular topics, use common comparative and superlative adverbs to describe

and compare things ... more quickly ... best on a limited range of general and curricular topics, use imperative forms with direct and indirect object forms to give a short sequence of instructions, use simple present forms on a limited range of general and curricular topics and can use simple past regular and irregular forms to describe actions and narrate simple events on a limited range of general and curricular topics. They can use present continuous forms to describe events and talk about what is happening now and about future arrangements, on a limited range of general and curricular topics, they can use a limited range of simple perfect forms [regular and irregular] to talk about experiences.

Listening:

Students understand most specific information and detail of short, supported talk on a range of general and curricular topics. They can deduce meaning from context in short, supported talk on a limited range of general and curricular topics and understand a limited range of unsupported basic questions which ask for personal information.

Speaking:

Students can give an opinion at sentence level on a limited range of general and curricular topics and use basic vocabulary for an increasing range of general and curricular topics. They can communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges. They keep interaction going in short, basic exchanges on a limited range of general and curricular topics. They relate basic stories and events on a growing range of general and curricular topics.

English grammar and literature:

Reading:

Students use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes and using context. They read a range of story, poetry and information books and begin to make links between them.

They read aloud with expression to engage the listener and can sustain the reading of 48–64 page books, noting how a text is organised into sections or chapters. They use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.

They consider how choice of words can heighten meaning and consider words that make an impact, e.g. adjectives and powerful verbs.

Writing:

Students can develop descriptions of settings in stories and write portraits of characters. They choose and compare words to strengthen the impact of writing, including noun phrases. They explore vocabulary for introducing and concluding dialogue, e.g. said, asked.

They generate synonyms for high frequency words, e.g. big, little, good and develop a range of adverbials to signal the relationship between events. They begin to organise writing in sections or paragraphs in extended stories and plan main points as a structure for story writing.

They recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't. They learn the basic conventions of speech punctuation and begin to use speech marks. They can use question marks, exclamation marks and commas in lists.

Speaking and Listening:

Students speak clearly and confidently in a range of contexts, including longer speaking turns. They adapt tone of voice, use of vocabulary and non-verbal features for different audiences, they take turns in discussion, building on what others have said and listen and respond appropriately to others' views and opinions. They can remember a sequence of instructions.



STEAM:

STEAM projects are undertaken throughout the academic year during which the students have an opportunity to develop their skills of:

- Problem-Solving.
- Communication.
- Creativity.
- Collaboration.
- Critical Thinking

The project content covers the NAT curriculum objectives of the Visual Culture, Technology and Science subjects for Grades 3 and 4.

Visual Culture:

During this period, the main goal of teaching visual culture is to maintain motivation and enjoyable creation, which continues to be based on the use of varied and engaging playful tasks, learning about new techniques and further encouraging the release of creation.

The aim is to interpret the meaning and effect of pictorial information more and more precisely, and to distinguish between everyday and artistic visual communications. Creative activity carried out independently and in groups strengthens creative problem solving and promotes conscious self-regulation and self-knowledge.

Media education within the framework of visual education is also present in this period. By the second half of the lower grades, most of the children already have serious media experience. The aim of teaching the subject is primarily to systematise the existing knowledge of children, to deepen the knowledge in accordance with age, and to develop the skills and abilities necessary for the evaluation of various media messages.

Technology:

The subject of technique and planning focuses on problem-solving thinking, the acquisition of knowledge through one's own experience, which is a tool for creative design and creative work in the classroom, using traditional crafts and the most modern digital technologies. Learning knowledge, application and problem-based creation, play a key role in the curriculum.

The subject of technology and design develops the key competencies recorded in the National Core Curriculum as outlined for Grade 1.

We select and incorporate these competencies in a way that best suits the age, prior knowledge and interests of the students.

Science:

Recurring topics provide an opportunity to deepen knowledge, while students can experience that the knowledge, skills, knowledge already acquired (whether fragmentary or possible for the time being) can be used to acquire new knowledge. Learning to understand problems, starting from the phenomena experienced in the immediate environment and in everyday life, in addition to the development of scientific thinking, also helps to develop an individual learning style. With this we establish the need for the continuous expansion of knowledge, to follow the development of science, to observe environmental phenomena, and to find explanations.

Subject content and the application of the method of active, problem-based learning play a significant role in the development of physical and mental health, the development of sustainability and an



environmentally conscious approach, and the learning and practice of various techniques for effective, independent learning.

Areas of focus are:

- Plants
- Animals
- Basic Processes
- Humans
- Basic Geography
- Our Planet and the Universe

PE:

Students become increasingly proficient in six areas, as they progress through Grade 1 to Grade 3.

The six areas of learning are:

- Moving well
- Understanding movement
- Moving creatively
- Taking part
- Taking responsibility
- Healthy bodies

(Please see Grade 1 for more detail)

Digital Culture:

Tools and Content Creation:

- Develop fluency and accuracy when typing in increasing quantity
- Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo and redo
- Identify and use spell-checking and proof-reading tools
- Identify common features of on screen layouts and icons across a range of applications
- Add images to a document
- Compose, read, respond to and share online messages with specific individuals and with groups
- Use keywords to search for information in a search tool
- Navigate storage hierarchy appropriate to the device.

Safety and Wellbeing:

- Know that their information is personal and identify the risks of sharing that information online
- Safely engage in online spaces, including in group chats, being aware that personal information and identifying photographs and/or videos should not be shared
- Know that device use can be monitored
- Understand that people can be upset by things said to, or about, them

The Digital World:

- Understand that people create online content for a purpose, including advertising, expressing their opinions and sharing information
- Know that computers and their use has changed over time.

Grade 4:

English as a second language (ESL)

Reading:



Students can read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment. They recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics and understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues.

Writing:

Students plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics. They write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics, using joined-up handwriting in a range of written work across the curriculum with some speed and fluency.

They can link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics and punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently.

Use of English:

Students can use quantifiers many, much, a lot of, a few on a limited range of general and curricular topics. They can use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics. They can use adverbs of indefinite and definite time, use present continuous forms to talk about present activities and with future meaning on a limited range of general and curricular topics and use past continuous forms for background actions on a limited range of general and curricular topics.

Students can use prepositions *like* to describe things and *about* to denote topics on a limited range of general and curricular topics and use prepositions of direction to, into, out, of, from, towards on a limited range of general and curricular topics.

They can spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently.

They can use questions: What time/What else/What next? on a limited range of general and curricular topics, use determiners including any, no, each, every on a limited range of general and curricular topics and use questions, including tag questions, to seek agreement and clarify on a limited range of general and curricular topics.

Listening:

Students understand supported narratives, including some extended talk, on an increasing range of general and curricular topics. They can identify rhymes and repetition. They can understand the main points of supported extended talk on a range of general and curricular topics. They can recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics.

Speaking:

Students respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics. They organise talk at sentence level using connectors on an increasing range of general and curricular topics and communicate meaning clearly at sentence level during pair, group and whole class exchanges. Students can keep interaction going in basic exchanges on a growing range of general and curricular topics. They relate basic stories and events on a range of general and curricular topics.

English grammar and literature:

Reading:



Students recognise meaning in figurative language and understand the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ... They understand how expressive and descriptive language creates mood. They identify adverbs and their impact on meaning. They understand the use of connectives to structure an argument, e.g. if, although.

Students understand the main stages in a story from introduction to resolution. They explore narrative order and the focus on significant events, understanding how paragraphs and chapters are used to organise ideas. They can compare and contrast poems and investigate poetic features, they investigate the grammar of different sentences: statements, questions and orders.

Writing:

Students can write character profiles, using detail to capture the reader's imagination, they adopt a viewpoint as a writer, expressing opinions about characters or places, They can choose and compare words to strengthen the impact of writing, including some powerful verbs, e.g. rushed instead of went. They explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot.

Students write newspaper-style reports, instructions and non-chronological reports. They show awareness of the reader by adopting an appropriate style or viewpoint. They present an explanation or a point of view in ordered points, e.g. in a letter. They explore alternative openings and endings for stories and can summarise a sentence or a paragraph in a limited number of words.

Speaking and Listening:

Students understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments. They deal politely with opposing points of view and listen carefully in discussion, contributing relevant comments and questions. They adapt the pace and loudness of speaking appropriately when performing or reading aloud and adapt speech and gesture to create a character in drama.

STEAM:

STEAM projects are undertaken throughout the academic year during which the students have an opportunity to develop their skills of:

- Problem-Solving.
- Communication.
- Creativity.
- Collaboration.
- Critical Thinking

The project content covers the NAT curriculum objectives of the Visual Culture, Technology and Science subjects for Grades 3 and 4.

Please refer to Grade 3 for more detailed information

PE:

Students become increasingly proficient in the following areas, as they move through Grade 4 to 6:

Moving Well:

- Practise, refine and consolidate a broad range of movement skills
- Perform and be able to link together a wider variety of movement skills in short sequences
- Display movement skills that demonstrate increasing control, fluency and variety
- Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt to changing contexts and to others' movements, responses and roles

Understanding Movement:

- Describe own and others' movements using some activity-specific vocabulary and be able to identify more and less effective movement
- Demonstrate (through movement) and discuss understanding of language and concepts related to actions, dynamics, space and relationships
- Apply success criteria to own and others' movement performances, and discuss ideas and plans for improvement with others
- Follow and understand the need for rules, apply tactics/strategies and develop variety in compositional ideas.

Moving Creatively:

- Show creativity and innovation in a range of individual, group, expressive, competitive and cooperative contexts
- Investigate, select and design alternative courses of action in response to given movement and environmental challenges
- Address given and self-directed tasks and challenges, finding solutions through innovative use of movement in individual and group tasks
- Identify and demonstrate a range of compositional ideas in order to express a selected theme, mood or emotion.

Taking Part:

- Show involvement in individual work, sharing space, playing together, working in pairs, and working in small groups across a range of physical activities
- Understand the concepts of team/group work and expectations and roles of individual team/group members
- Demonstrate independence and collaboration in evaluating own and others' work, setting short- term personal goals and areas for development
- Take responsibility in leading and following the lead of others, contributing positively to the group's tasks and activities
- Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement patterns and sequences
- Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges

Taking Responsibility:

- Show ability to share space and equipment skilfully and safely, communicating and collaborating with others during this process
- Show personal responsibility in physical activities, negotiating successfully and appropriately with other learners in respect of shared equipment, space and movement ideas
- Understand and appreciate the need for rules and regulations to foster fair play, following these in a variety of collaborative and competitive physical activities in small teams/groups
- Employ a range of appropriate help-seeking strategies at appropriate moments when undertaking group physical activities
- Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve individual/group performances.

Healthy bodies:

- Demonstrate understanding of the importance of physical activity in relation to health, fitness and wellbeing

- Identify which body parts, including joints and muscles, are being used during a physical activity and discuss how working these can contribute to physical fitness. Describe the different components of fitness
- Engage in and plan for a range of physical activities, evaluating and comparing the required level of intensity within each of these
- Undertake physical activities responsibly and safely through assessing and managing risk and appropriate preparation and learning
- Identify the key components of warm-up and cool-down routines in preparation for physical activity, understanding their importance
- Demonstrate understanding that a varied balanced diet contributes to a healthy and active lifestyle.

Digital Culture:

Tools and Content Creation

- Develop fluency and accuracy when typing in increasing quantity
- Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo, re-do and help.
- Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia
- Understand how to create a folder structure and how to name folders and documents
- Insert and complete a table within a text document
- Edit, and organise, the layout of a document
- Know that web pages have addresses known as URLs, and know how to bookmark these

Safety and Wellbeing:

- Know how to set secure and memorable passwords and understand why this is necessary
- Understand that online content is stored and is hard to remove
- Treat others respectfully online and know that they should also be treated with respect
- Know that any images, videos, information or opinion shared online can be kept and shared further
- Know the benefits and risks of online anonymity

The Digital World:

- Recognise that online content may provide false information with the intent to deceive
- Know that digital communication enables online communities to exist
- Understand that online communication has changed the way people interact
- Know that software requires specific hardware to operate

Grade 5:

English as a second language (ESL)

Reading:

Students recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. They understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics. They can use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding.

Writing:

Students can write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics. They can write, with some support, factual and imaginative descriptions at text level which describe people, places and objects. They link, with little or no support, sentences into a coherent paragraph using a variety of basic connectors on a



growing range of general and curricular topics and punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently.

Use of English:

Students begin to use basic abstract nouns and compound nouns on a growing range of general and curricular topics. They use a growing range of noun phrases describing times and location on a growing range of general and curricular topics. They use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics. They use a growing range of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of general and curricular topics. They use pre-verbal, post-verbal and end-position adverbs on a growing range of general and curricular topics. They use a growing range of prepositions of time, location and direction on a growing range of general and curricular topics.

Listening:

Students understand more complex supported questions which ask for personal information. They understand longer sequences of supported classroom instructions, more complex supported questions on a growing range of general and curricular topics and understand supported narratives, including some extended talk, on a range of general and curricular topics.

Speaking:

Students can provide basic information about themselves and others at discourse level on a range of general topics. They can ask questions to find out general information on a range of general and curricular topics and give an opinion at discourse level on an increasing range of general and curricular topics. They can respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.

English grammar and literature:

Reading:

Students can skim read to gain an overall sense of a text and scan for specific information. They can compare and evaluate the print and film versions of a novel or play and compare dialogue and dramatic conventions in film narrative. They can read and perform narrative poems by significant poets and compare style, forms and themes. They can investigate the origin and appropriate use of idiomatic phrases.

Students can comment on a writer's use of language and explain reasons for the writer's choices. They begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal. Students can discuss metaphorical expressions and figures of speech. They understand clauses within sentences and how they are connected. They compare the structure of different stories. They understand the difference between direct and reported speech and learn how dialogue is set out and punctuated.

Writing:

Students use imagery and figurative language to evoke imaginative responses. They use a more specialised vocabulary to match the topic, choosing words and phrases carefully to convey feeling and atmosphere. They use a thesaurus to extend vocabulary and choice of words.

Students can write non-chronological reports and explanations, write new scenes or characters into a story, or write from another viewpoint, draft and write letters for real purposes, write own versions of legends, myths and fables, using structures from reading, write a playscript, including production notes to guide performance and write a commentary on an issue, setting out and justifying a personal view. They practise proofreading and editing their own writing for clarity and correctness.

Speaking and Listening:



Students can prepare and present an argument to persuade others to adopt a point of view. They talk confidently in extended turns and listen purposefully in a range of contexts, responding to guidance about, and feedback on, the quality of contributions. They begin to adapt non-verbal gestures and vocabulary to suit content and audience. They can describe events and convey opinions with increasing clarity and detail

Students report back to a group, using notes to present findings about a topic studied. They evaluate what is heard and give reasons for agreement or disagreement. They take different roles and responsibilities within a group.

STEAM:

Three one week STEAM projects are undertaken each academic year during which the students have an opportunity to develop their skills of:

- Problem-Solving.
- Communication.
- Creativity.
- Collaboration.
- Critical Thinking

PE:

Students become increasingly proficient in six areas, as they progress through Grade 4 to Grade 6.

The six areas of learning are:

- Moving well
- Understanding movement
- Moving creatively
- Taking part
- Taking responsibility
- Healthy bodies

(Please see Grade 4 for more detail)

Visual Culture:

We live an image based, participatory culture, so our teaching and learning programs integrate everyday situations when traditional and digital visual communication forms are used. Real life situations organise the learning content that helps acquire a wide variety of pictorial dialects and symbol systems. Our students approach art as a sophisticated and aesthetic way of employing the same visual language they use.

Developmental objectives:

- Self-assured participation in communication processes
- Multidimensional analysis of images: perception, interpretation and evaluation of signs and symbols, compositions; building links between words and sounds in multimodal messages
- Communicating visually: choosing the appropriate channel, form and content for transmitting personal, social and scientific messages
- Creating in a wide variety of visual communication genres
- Experimenting with new media: video clip, blog, vlog, image based social media
- Development of social sensitivity, empathy and collaboration

Learning content:

- Creation: representation of people, objects and spaces through contemporary imaging conventions (including technological symbol systems); basic graphic design and typography

through traditional and digital media; infographics and multimodal info-communication in real and virtual space

- Perception: interpretation and evaluation of signs, symbols and complex visual communication messages in real and virtual space

Competence development:

- Visual perception skills: reading simple and complex, historic and contemporary, utilitarian and expressive images, orientation through signs, using multiple perspectives in judgement
- Visual creation skills: drawing, design, abstraction, symbolisation, spatial skills
- General cognitive skills: inductive thinking, autonomy in problem solving, combination, variation
- Creativity: fluency, flexibility and originality in visual communication

We select and incorporate these competencies in a way that best suits the age, prior knowledge and interests of the students.

Methods:

- Working form: differentiated, individual instruction, but mainly small group based, collaborative problem solving. Participatory analysis of situations, collaborative planning, creation and review.
- Activities: problem-based project work. Problems selected from the everyday life of students and socially sensitive issues of society. Individual visual communication products (e.g., advertisements and complex image sequences (e.g. school identity) are both parts of the teaching and learning program.

Technology:

The subject of technique and planning focuses on problem-solving thinking, the acquisition of knowledge through one's own experience, which is a tool for creative design and creative work in the classroom, using traditional crafts and the most modern digital technologies. Learning knowledge, application and problem-based creation, play a key role in the curriculum.

The subject of technology and design develops the key competencies recorded in the National Core Curriculum as outlined for Grade 1.

We select and incorporate these competencies in a way that best suits the age, prior knowledge and interests of the students.

Cultural Civilisation:

Students learn that culture is the essence of intellectual or artistic achievements to a certain group of people. These achievements make up the different elements of culture. Cultures vary between different locales.

Students understand that the elements of culture definition explains culture from the standpoint of what's common across all cultures. For example, all cultures sing and dance. However, two cultures may differ in the way they sing and dance, or they may have similar elements that are being expressed in different ways. These differences help create distinctions between different cultures, making for many different ways that the human being can come to live and take a perspective on the world. Nonmaterial culture is the manifestation of culture in the realm of the intellectual, such as through singing, whereas material culture is manifested through the production of art such as architecture or clothing.

Students explore the following elements of cultures that best suit their interests:

- Values and Belief systems: How the culture views the world, creating an ideal for the citizens of the culture to live up to.



- Cultural norms: Standards set up to tell one right from wrong.
- Symbols: Symbols are significant because of their meanings. The flag is a good example of symbolism in culture.
- Language: Forms of language are body language, spoken words, and symbols.
- Rituals: Events, celebrations and traditions.

Digital Culture:

Tools and Content Creation:

- Develop fluency and accuracy when typing in increasing quantity
- Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia
- Know ways to transfer files across devices
- Locate and use standard tools on a device, e.g. the calculator and calendar
- Edit images by changing colour, size and by cropping
- Use search functions within applications to find information

Safety and Wellbeing:

- Understand the need to set security and privacy settings to ensure that only content they want people to access is seen
- Understand that what a user does online can have positive and negative consequences for themselves and for others, both online and offline
- Understand the risks of engaging with people online that they do not know
- Know that online content can be published and accessed instantly
- Recognise that cyberbullying takes place online and can take many forms
- Recognise the implications of overusing devices.

The Digital World:

- Describe the benefits and risks of instant online communication
- Describe key benefits of computer use to society and individuals
- Understand that some hardware and software can be incompatible with other hardware and software.

Grade 6:

English as a second language (ESL)

Reading:

Students can recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics. They understand independently specific information and detail in short, simple texts on a range of general and curricular topics and use independently familiar paper and digital reference resources to check meaning and extend understanding.

Students can read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment. They recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics and understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues.

Writing:

Students plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics. They use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency. They can write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics and can write,



with some support, about personal feelings and opinions on a limited range of general and curricular topics.

Use of English:

Students can use a growing range of quantifiers, cardinal and ordinal numbers and fractions on a range of general and curricular topics. They can use a range of adverbs [simple and comparative forms] including adverbs of manner. They use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics. They can use a growing range of future forms, including be going to [predictions based on present evidence] and will for predictions on a range of general and curricular topics and can use a range of active and passive simple present and past forms and used to/didn't use to for past habits/ states on a range of general and curricular topics. They can use present continuous forms with present and future meaning and past continuous forms for background, parallel and interrupted past actions on a range of general and curricular topics. They begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics.

Listening:

Students understand, with little or no support, both short and extended narratives on a range of general and curricular topics. They can identify rhymes, onomatopoeia and rhythm. They understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics and recognise, with little or no support, the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics.

Speaking:

Students ask questions to clarify meaning on a range of general and curricular topics. They give an opinion at discourse level on a range of general and curricular topics and respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics. They can summarise what others have said on a range of general and curricular topics.

English grammar and literature:

Reading:

Students can recognise key characteristics of a range of non-fiction text types. They understand the conventions of standard English usage in different forms of writing and understand language conventions and grammatical features of different types of text. They compare the language, style and impact of a range of non-fiction writing. They explore autobiography and biography, and first and third person narration, identify features of balanced written arguments, take account of viewpoint in a novel, and distinguish voice of author from that of narrator and they begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.

Writing:

Students continue to learn words, apply patterns and improve accuracy in spelling, they use handwriting and IT effectively, making appropriate choices of presentation, to prepare writing for publication. They develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task.

Students use the styles and conventions of journalism to write reports on events. They can write a balanced report of a controversial issue and develop skills of writing a biography and autobiography.

They can summarise a passage, chapter or text in a given number of words, argue a case in writing, develop points logically and convincingly and use different genres as models for writing.



Speaking and Listening:

Students help to move group discussion forward, e.g. by clarifying, summarising. They prepare, practise and improve a spoken presentation or performance. They convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement. They reflect on variations in speech, and appropriate use of standard English.

STEAM:

Three one week STEAM projects are undertaken each academic year during which the students have an opportunity to develop their skills of:

- Problem-Solving.
- Communication.
- Creativity.
- Collaboration.
- Critical Thinking

PE:

Students become increasingly proficient in six areas, as they progress through Grade 4 to Grade 6.

The six areas of learning are:

- Moving well
- Understanding movement
- Moving creatively
- Taking part
- Taking responsibility
- Healthy bodies

(Please see Grade 4 for more detail)

Digital Culture:

Tools and Content Creation:

- Develop fluency and accuracy when typing in increasing quantity
- Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia
- Identify and use online and offline sources of help for using one or more applications
- Insert hyperlinks into a document
- Create and edit a text document to meet a brief
- Understand the importance of using a variety of different search strategies

Safety and Wellbeing:

- Understand that any device connected to the internet is vulnerable to attack from malware.
- Recognise that opinions expressed online can be misinterpreted by others
- Understand that a digital footprint is a record of online activity, including the sharing of images, videos, information or opinions
- Understand that any content shared online can be copied to other locations and used by other people
- Understand that offensive and illegal online behaviour, which includes cyberbullying, should be reported and that there are formal procedures for this
- Describe ways to protect their safety and wellbeing before, during and after digital activity.

The Digital World:



- Understand that restrictions apply to the copying of online content
- Describe how the internet has changed the way in which people shop
- Describe how online streaming has changed how people access media and entertainment.
- Understand how digital technology can be disruptive

Visual Culture:

Please refer to Grade 5 for more information

Technology:

Please refer to Grade 5 for more information

Cultural Civilisation:

Please refer to Grade 5 for more information

2.3 PRINCIPLES FOR THE SELECTION OF TEXTBOOKS. POSSIBILITIES FOR ACQUIRING FREE BOOKS.

Our principles for the selection of resources, including textbooks, are determined by the following:

- Compliance with the curriculum framework requirements,
- Matching the specific educational and pedagogical needs of the study groups,
- Opportunities for differentiation, progression, independent knowledge acquisition and inspiration.
- Durability and long-term usability
- Facilitating the promotion of modern information communication

The selection of textbooks, teaching equipment and study aids is decided by the school's management, following consultation with the relevant specialist teaching staff. The students and parents of the school are informed about the necessary teaching tools and other work equipment at the end of the previous academic year. The cost of books is covered by the parent tuition contribution.

2.4 PRINCIPLES OF ORGANISATION OF GROUP BREAKDOWNS

Group breakdowns occur in the following ways:

- English as a second language (ESL) - Baseline assessments in English acquisition are carried out at the beginning of each academic year. Based on performance, students are divided into smaller study groups; an ESL group and an English Literacy group. In both cases, core lessons are delivered by native English speakers. Students in the English Literacy group follow the Cambridge International English curriculum, supported by ESL strategies. Students in the ESL group follow the Cambridge International ESL curriculum framework, in collaboration with the content of the English Literacy framework when possible.
- Group breakdown may take place during the lesson delivery of all Hungarian and English subjects, as part of the differentiation process
- Development Groups are created to support students with remedial work during afternoon sessions.
- Talent management Groups are created for selected students who show a high level of ability within a curriculum area, have an above average interest in a subject area, show outstanding diligence and perhaps a competitive attitude.

2.5 PRINCIPLES OF THE AFTERNOON PROGRAM



Our afternoon program provides a channel for students to reinforce the lessons learned in the classroom and therefore boost academic performance, apply learned skills in a real-world context, learn new skills, broaden their social skills, experience relaxation and stress relief techniques and improve their time management. Our extra curricular program provides part of a well-rounded education and offers the following:

- Daycare and homework facilities: application at the beginning of the academic year. The daycare sessions run from 4pm to 4.30pm and costs for this provision are covered by parents.
- Development sessions: participation on the recommendation of the senior leadership team and specialist teachers.
- Talent management activities: participation on the basis of selection. This may involve preparation and participation in competitions.
- Specialisations: application based on the information published in the first week of the academic year. The list of professional circles is updated annually. Opportunities include instrumental education, crafts, leisure sports, drama, ballet and chess. Costs of lessons are covered by the parents.
- Cultural programs (theatre-museum visit, events-quizzes). Travel costs and entrance fees are covered by the parents.

2.6 WAYS TO ACHIEVE DAILY PHYSICAL EDUCATION (PE) AND PHYSICAL ACTIVITY

The implementation of daily physical education and physical activity is in accordance with Article 27 (11) of the National Act. 11 of Art.

Our goal is to promote the healthy physical and mental development of children through the means of physical activity, to develop social competences, teamwork and creative interaction with partners, and to prevent the decline of physical abilities, which can also cause a deterioration in mental performance.

Form of implementation:

- Depending on the timetable for the academic year, four sessions of PE are delivered during the school day and an additional session is offered as part of the afternoon program. Where possible, the four sessions of PE that take place within the school day are scheduled after the first break session. Depending on their content, the after school sessions can be organised for several classes in conjunction. This session may be replaced by an externally organised training lesson. Annually, the student must prove that they are engaged in competitive sports activities, have certified competition documentation, or be a member of a sports association, have a valid competition licence for the given academic year or a certificate issued by the sports organisation. Application for exemption from the afternoon PE session must be made in writing, to the director, at the start of the academic year.
- Compulsory swimming lessons are organised for Grade 1 students. The cost of this is included in the cost of the study contribution. Where possible, swimming lessons are also provided to G2 and G3 students.
- In addition to school organisation, students can also take part in individually funded sports activities organised by external contractors at the school site.
- The schedule of lessons and breaks is organised in such a way that students can take advantage of the school's garden, in the open air, on two occasions during the school day; the morning break and part of the lunch break.
- Forest walks and playground visits for our lower-grade students are offered several times a year.

2.7 METHODS FOR MEASURING PUPIL'S PHYSICAL CONDITION



According to the EMMI Regulation 2012 (VIII.31.), the physical fitness of pupils are assessed annually. The physical condition of the students is measured on the basis of NETFIT, i.e. the National Unified Student Fitness Test. The fitness status of our students is assessed by our PE teachers during the measurement period between the beginning of January and the end of May. The results of the test are communicated by the teacher conducting the test to the pupils concerned.

The mission of Netfit's program is to promote and raise awareness for school-age students, their families and public educators, of the importance of lifelong physical activity and the values of a health-conscious lifestyle. The results of these measurements help the teachers to define the goals of the school PE program and to develop individual developmental training exercises. The following measurements are carried out on students in Grades 5-8:

- Body mass measurement — Body mass index (BMI)
- Height
- Percentage measurement of body fat — percentage of body fat
- Endurance pendulum running test (20 metres or 15 metres) — aerobic capacity
- Abdominal muscle test — abdominal muscle strength and strength endurance
- Torso lifting test — strength and stretchability of torso tension muscles
- Push-up test — upper body muscle strength
- Manual squeezing force — maximum clamping force of the hand
- Long jump test — power of lower limb
- Flexibility test — stretchability of knee bending muscles, spread of hip joints

The results of the NETFIT measurements are independent of the evaluation of students in the annual physical education class. The results can be viewed on the central data interface.

2.8 PRINCIPLES OF HEALTH AND ENVIRONMENTAL EDUCATION

2.8.1 Health Education:

Our objective is to ensure that our students recognise the importance of a healthy lifestyle and health preservation within the framework of the school, and adopt best practice into their daily habits. Areas highlighted include:

- Regular exercise and outdoor activity
- Personal hygiene
- Healthy eating and sufficient water consumption
- Age appropriate knowledge of how our body works
- Basic first aid skills
- Choice of meaningful leisure activities
- Avoidance of environmental hazards
- Avoidance of harmful activities in order to preserve their physical and mental health

To achieve our goals, we strive not only to involve students, but also their families in prevention activities. We receive regular help from the school doctor, the nurse, the catering company and services provided by Budapest Főváros II. Kerület Önkormányzat Család- és Gyermekjóléti Központ.

Education on health related topics is covered by our curriculum frameworks and delivered during lessons, circle time, assemblies and our extra curricular school program.

2.8.2 Environmental Education:

The overall aim of environmental education and training is to promote the development of environmentally aware attitudes, behaviour and lifestyles to all ages. It is a lifelong process that takes



place not only in school, but all areas of life, so our aim is to ensure that the growing generation is able to apply it to their actions and in the decisions that they make.

The topics of environmental education are closely related to the issue of sustainability and our teachers try to use every opportunity to draw the attention of our students to their importance including:

- Knowledge about nature and environmental problems
- Developing a love of nature
- Developing sensitivity to global environmental problems
- Developing an understanding of their role in protecting the environment through active participation in activities related to its care
- Education to create environmentally conscious thinking and behaviour in everyday life.

Education is based on an understanding and knowledge of nature, acquired through direct experience and the development of a positive attitude towards the protection of the environment. As resources, parks, zoos and natural areas provide important settings for experiential learning and we take advantage of these through excursions over the course of the year.

Other opportunities include:

- Recycling of materials in school and encouragement for recycling at home
- Topic coverage during the delivery of the curriculum
- Education by specialist visitors

2.9 MEASURES TO PROMOTE EQUAL OPPORTUNITIES FOR LEARNERS

Characteristically, in our school disadvantaged children are not high in number however, we recognise there are social disadvantages caused by broken relationships between parents. We pay close attention to this partly within the institution and partly through the school's network.

All staff are responsible for detecting and monitoring social disadvantages of the pupils in their classes and have a responsibility to inform the designated Child Protection officer about concerns they have. The following activities are designed to alleviate social disadvantage:

- Organising lessons according to individual abilities
- Differentiated classes and group splitting
- Individual or group remedial training
- Supportive, personal contacts between teachers and pupils
- Contacting the school doctor or district child support and child welfare service
- Help for parents and families with educational and life management problems
- Activities of the school's child and youth protection officer
- Presentations
- Parents' meetings
- Screening tests

Exemption from daily attendance at school may be granted by the director in accordance with the Public Education Act, the written request of a parent or on the basis of a medical certificate or a recommendation from the sports federation. An exemption is for one year. The following year, the exemption must be applied for again.

2.10 EVALUATION OF PUPIL'S ACADEMIC WORK, BEHAVIOUR AND DILIGENCE; CONSEQUENCES AND FORMS.



We consider an evaluation system to be valid if it meets the objectives of the educational programme as a benchmark, enables teaching staff to track student progress, thereby informing them of individual student targets and if it also satisfies the needs of pupils and parents.

Our system is designed to continuously monitor the quality of education, promote the most efficient use of school resources, encourage realistic self-awareness and self-evaluation and develop the ability and desire for independent learning. Our evaluation system is both formative and summative.

2.10.1 Formative Assessment:

Ongoing evaluations of student comprehension, learning needs and academic progress are made throughout each lesson, using a variety of methods:

- Questioning - Closed questions, open questions, probing questions, leading questions, loaded questions, funnel questions, recall and process questions, rhetorical questions.
- Observations
- Short quizzes
- Worksheets
- In class discussions

2.10.2 Diagnostic assessment:

Teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

2.10.3 Summative assessment:

Evaluations of student learning, skill acquisition, and academic achievement are made at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. These differ from formative assessments in the following ways:

- They are tests, assignments, or projects that determine whether students have learned what they were expected to learn
- They are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic
- Summative-assessment results are recorded as grades on mozaNapló and factored into a student's permanent academic record

Assessments are age appropriate and take into account the concept developed according to curriculum requirements.

2.10.3.1 Classification of assessments

- Project task (Weighting 100%)
- Standard of classwork (50%)
- Short written test (5-10 mins; Weighting 50%)
- Oral test (Weighting 100%)
- Long written test (Weighting 100%)
- End of Semester Examination (Weighting 200%)

2.10.3.2 Frequency of assessments

The minimum number of entries on the database depends on the number of lessons in that subject being taught eg. 1 lesson per week there must be at least 1 entry per month

2.10.3.3 Grading of assessments:

Passing the NAT curriculum requirements is a prerequisite for progression. A pupil moves to a higher grade in school if he/she has met the required academic standards with a grade of at least satisfactory

(2). The end-of-year grade is based on the teacher's judgement, in addition to continuous assessments throughout the school year. In the event that a student is unable to meet the grade requirements for progression, they have the opportunity to sit Remedial examinations (see section 1.9.2). Grade boundaries are as follows:

- Outstanding (5) = 90 - 100%
- Good (4) = 75 - 89%
- Average (3) = 60 - 74 %
- Satisfactory (2) = 40 - 59 %
- Unsatisfactory (1) = 0 - 39%

2.10.4 Evaluation of student effort:

The evaluation of a student's effort, monthly and at the end of a semester, takes place during staff meetings and is a collaborative decision made by all staff members that teach the student. Grade criteria are as follows:

- **Outstanding (5):** A student who is persistent in their academic work, strives to achieve the best possible results; their work is punctual, reliable and precise; they take on extra tasks, complete them independently and reliably; they have a high sense of duty, work at a fast pace, always prepared, attentive, interested; they show interest in many areas, in some subjects their knowledge extends beyond the curriculum, they transfer their knowledge to extra-curricular activities.
- **Good (4):** A student who pays attention in class, completing homework, preparing for class conscientiously to the best of their ability; they always self monitor, checking their work; they are generally prepared and show a high level of interest in the lesson and the class activities; their attitude to work is at a high level; they maintain an interest in the extra-curricular program.
- **Average (3):** A student who mostly pays attention in class, generally completing homework and preparing for class conscientiously; they regularly self monitor, checking their work; more often than not they are prepared and show an average level of interest in the lesson and the class activities; their attitude to work is at an average level; they show some interest in the extra-curricular program.
- **Unsatisfactory (2):** A student whose attitude to work is erratic. Although they can work independently, they start work only when instructed; they do not self-monitor; work production is variable, they often work below their ability level; they can be distracted easily.

2.10.5 Evaluation of student behaviour:

The evaluation of a student's behaviour, monthly and at the end of a semester, takes place during staff meetings and is a collaborative decision made by all staff members that teach the student. Grade criteria are as follows:

- **Outstanding (5):** A pupil who helps to shape and develop the community through their work, good initiatives, opinions and exemplary behaviour, and encourages their peers; Voluntarily takes part in school tasks and fulfils them; always observes the house rules and sets a good example to their peers; is polite and helpful to adults and peers, respectful; understanding, cooperative and benevolent; no disciplinary action has been taken against them; sincere in their dealings. No yellow cards.
- **Good (4):** A pupil whose behaviour shows limited minor deficiencies, but who strives to correct them; Participates in community activities, community life, carries out the tasks assigned to them; follows the house rules on most occasions; discipline problems are rare and minor; no more than a verbal discipline by the class teacher. No yellow cards within a semester.
- **Average (3):** A pupil whose behaviour shows some minor deficiencies, and is open to reflection; participates in some community activities, community life and carries out the tasks

assigned to them; generally follows the house rules; discipline problems are not related to major issues like bullying or discrimination; no more two yellow cards within a semester.

- **Unsatisfactory (2):** A student who is reluctant to participate in community work; their behaviour can on occasion be objectionable; frequently violates the rules of the house and community; sometimes rude, abusive, unhelpful towards peers; unrealistic self-evaluation, poor sense of responsibility, lack of order; discipline problems are not related to major issues like bullying or discrimination; no more than one orange card within a semester.

2.11 PRINCIPLES OF THE SCHOOL BEHAVIOUR SYSTEM

At Brit.Magyar we discipline students by encouraging positive standards of behaviour. We use the positive power of praise over all other methods of discipline. The rules for rewarding and punishing students are clearly stated in the Brit-Magyar Behaviour Policy document.

2.11.1 Recognition of pupil's outstanding performance:

We praise and reward students who perform well in their studies, for high attainment, or through their conscientious approach. Recognition of outstanding performance is not restricted to academics, but also related to the level of their engagement with our school values, engagement in sporting activities or participation in competitions that positively contribute to the reputation of the school. Parents are aware of the allocation of rewards each week using the Class Dojo online platform.

Rewards take the following forms:

- Praise is consistently used to motivate students on a daily basis, as they engage in the lessons and activities. This takes the form of verbal acknowledgement by our teachers and through the awarding of Class Dojo points.
- Classes are awarded with certificates for collaboratively achieving the highest number of Class Dojo points for that week.
- Individuals are awarded with certificates for gaining the highest number of Class Class Dojo points for that week.
- Recognition of student achievement is publically shared with the community each week, through assemblies and on the Class Dojo whole school feed.
- Awards in the form of books or prizes are given to classes / individuals for fully engaging in our school values system
- End of Year book awards are distributed to students who have excelled academically in Hungarian and English subjects.
- End of Year book awards are distributed to students who have shown outstanding diligence in Hungarian and English subjects.
- End of Year book awards are distributed to students who have shown strong commitment towards our school values.

2.11.2 Administration of sanctions:

Relating to our core values, the basis of our educational philosophy is built upon a caring, persuasive and positively motivation foundation

At the same time, we consider it important that violations of community rules, neglect of study, physical or verbal aggression, irresponsible harm, destruction of property or violations of the privacy rights of others have transparent and consequential consequences for our students.

A student who commits the above will receive a sanction, which will include an opportunity for self-reflection and self-improvement. When imposing a penalty, we enforce the principle of graduality, providing a transparent pathway for students to avoid serious offences. We take



into account the age of the student, the circumstances investigated, as well as the proportionality of the offence and penalty.

Sanctions are clearly articulated in our behaviour flowchart which can be found in the Brit-Magyar Behaviour Policy document. They take the form of teacher warnings, periods for reflection, parental contact, deputy director warnings and director warnings.

Attempts are made by the school to help students modify their poor behaviour through individual behaviour plans. These plans are formulated collaboratively with the student, parents and teachers during meetings.

In severe cases, students may be dismissed from school by the director, following consultation with the founders.

2.12 MEASURES RELATING TO THE AMENDMENT OF THE PEDAGOGICAL PROGRAMME

Evaluation and review of the implementation of the pedagogical programme during the academic year is continuous through discussions of working groups. Based on the evaluation and findings of the founders at the end of the school year, the school's leadership team will make the necessary changes during the summer and present the modified program for adoption by the board of education during the working week introducing the new school year.

You can propose adjustments by submission to:

- The director of the school
- Any member of the educational body
- The parent working community,
- The school founders.

Amendments to the pedagogical programme must be accepted by the board of education and approved by the director.