



British Section Internal Transition Policy

Introduction

The bilingual programme (*double-enseignement*) is divided into four stages:

Stage	Maternelle			Primaire					Collège				Lycée		
School Year	Mat 1	Mat 2	Mat 3	CP	CE1	CE2	CM1	CM2	6ème	5ème	4ème	3ème	2nde	1ère	Tle

The majority of British Section pupils attend one of our partner schools during the *collège* years (6ème-3ème) before coming together at the Lycée International for the final three years of secondary education, from Seconde to Terminale. The purpose of this policy is to explain how we compose 6ème classes on the different *collège* sites and how we monitor and support pupils making the transition from *collège* to *lycée*.

As part of our commitment to maximising each child's potential, we monitor pupil progress and well-being throughout the section and liaise with parents as to how they can best support their child. Transition points provide an opportunity to assess more closely the suitability of the *double-enseignement* proposed by our network of schools with parents and their children. We are conscious that the *double-enseignement* can be a challenging programme that requires a relatively high degree of motivation, determination and resilience, especially at *lycée* level (from Seconde onwards), when pupils have to be able to manage a heavy timetable and are required to meet the standards of academic first-language curricula taught in both French and English. We also recognise that children develop at different stages and that some pupils who demonstrate the potential to thrive in bilingual education at the point of entry may find that the *double enseignement* no longer responds to their particular interests or abilities later on.

Should we have any concerns about a child's progress or well-being, we liaise with parents and, together, identify strategies to support them. Sometimes, we may suggest parents consider an alternative to the British Section and this can be for a variety of reasons: linguistic, academic or pastoral. In all such cases, the British Section helps parents to identify appropriate alternatives in good time before decisions have to be made (see below). Whether or not they continue in the British Section through to the Baccalauréat Français International (BFI), we hope that pupils and parents will appreciate the intrinsic value of the *double-enseignement* and the significant benefits it offers.

The British Section operates within the framework of the French state education system, and therefore final decisions on admissions are made by the Proviseur and the French administration following consultation with the British Section. We are required to follow French administrative procedures for the communication of decisions (see below).

A. Transition from Primary to Secondary (CM2 to 6ème)

In response to the strong demand for Franco-British education and the limited capacity of the Lycée International campus, the British Section has progressively extended its

activities into local French *collèges*. Consequently, pupils are allocated to one of three *collège* sites during their last year in Primary (CM2/7ème): the Collège Pierre et Marie Curie, the Collège Les Hauts Grillets, or the Collège International.

The procedure for allocating pupils to *collège* sites

The Head of Primary and the British Section Director meet during the winter term (January - March) to review the linguistic, academic and pastoral profile of each individual child in our CM2 classes. The objective is to allocate the children to the three *collège* sites in as fair and well-advised a manner as possible, and according to the number of places available. We aim to create classes that are comparable in size and academic ability, which contain roughly the same balance of boys and girls, and which reflect the linguistic profiles of the cohort.

The following guidelines are taken into account during the allocation process:

- Pupils taught at the Ecole Félix Eboué and/or living within convenient reach of Collège Pierre et Marie Curie are normally assigned a place there;
- Full-time pupils on the Lycée International site, including the Français Spécial students, are more likely to be allocated to one of the partner colleges (depending on which is nearest their home); likewise, long-term *externé* pupils are more likely to be allocated to the Lycée International should this be their preference;
- We also consider a variety of factors including the proximity of the schools to the family's home, advice from teachers, and any particular circumstances that may be raised by parents when indicating their preferred *collège* site.

There may be other reasons for allocating a pupil to a specific *collège* site and such decisions remain at the British Section's discretion.

Parents are informed in writing as soon as the *collège* classes have been composed, usually prior to the Spring holidays. Parents are then required to inform the British Section if they wish to accept or decline the place proposed for their child by the deadline communicated to them. **Thereafter, only in exceptional cases and where there is a change of circumstance from that which existed at the time of the *collège* allocation, would a change of site be considered.**

Parents of children who no longer appear to be thriving in the bilingual curriculum and who we believe may benefit from changing their educational pathway will be contacted individually by the British Section to discuss their options. Should an alternative to the British Section in *collège* be recommended, parents will be informed prior to the Spring holidays of the CM2 year at the latest.

The final decisions relating to the attribution of places in 6ème are made in June at a formal commission presided by the *Inspecteur d'Academie* on the basis of proposals put forward by the various international sections in consultation with the *Provisieur* of the

Lycée International and the *Principals* of the partner collèges. Decisions are communicated to families by the *rectorat*.

A programme exists to ensure that all pupils make a smooth transition to secondary including pupil visits to their respective *collèges* in the summer term.

B. Transition from *collège* to *lycée* (3^{ème} to *Seconde*)

All British Section pupils are monitored throughout the *collège* years in order to support them and to ensure that they will thrive in the next and final stage of their schooling.

When assessing a pupil's suitability to continue to the Lycée International in *Seconde*, the following criteria are considered:

- Attainment of first language proficiency in English;
- Evidence of good understanding of the concepts and skills learned in British Section classes;
- Evidence of good performance in core subjects taught in French including French, Mathematics, Science and a foreign language;
- Evidence of sustained effort and progress in both French and British Section classes;
- Evidence of a positive attitude and commitment to both French and British Section teaching.

Where there is some doubt about the child being able to continue at the Lycée International in *Seconde*, the child's parents will be notified. In cases where we feel it would be advisable to seek an alternative to the Lycée International, parents will be informed prior to the Spring holidays of the *Troisième* year at the latest.

Places in *Seconde* at the Lycée International are allocated by the *Proviseur* of the Lycée International following consultation with the *collège* Principals and section Directors in a series of commissions held in May. Pupils are assessed on a case-by-case basis. The *Proviseur's* recommendations are then referred to the *Directeur d'Académie* for approval. Decisions are communicated to families by the *rectorat*. All decisions are final.

Important steps in the official process:

- Summer term of 4^{ème}: pupil progress reviews and target-setting
- December/January of 3^{ème}: pupil progress reviews and, where appropriate, consultation with parents regarding admission to *Seconde* at the Lycée International
- March/April of 3^{ème}: information meeting regarding *Seconde* at the Lycée International;

- March/April: the family expresses its preferred schools for Seconde through a *fiche de dialogue*;
- May: the family expresses its definitive preferences for Seconde (AFFELNET);
- May/June: applications for places in Seconde are reviewed in a series of *Commissions d'Affectation* presided by the Proviseur of the Lycée International in the presence of the *collège* Principals and Section Directors;
- June: decisions are communicated to parents by the *rectorat*.

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