



EUROPEAN SCHOOL THE HAGUE

2021-2022

SCHOOL GUIDE

★ ★
★ ★ **Europese School**
★ ★ **Den Haag**
★ ★ Rijnlands Lyceum

v2.11112021

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GENERAL INFORMATION

1. Welcome to ESH

1.1 Message from the Director, Frans van de Kerkhof

Welcome to a new school year at the European School The Hague. As our students embark on the next step of their educational journey, the European School The Hague is committed to providing a positive, open-minded community to foster their ambition. Through the rich cultural and academic experiences that our teachers will provide this school year, we aim to inspire our students to be responsible, future focused, and proactive citizens of Europe and the world. The information provided in this school guide outlines the functions in our school that will allow to us to achieve success in 2021-2022.

1.2 Senior management

Director - Mr Frans van de Kerkhof
Deputy Director Primary - Mr Eugene Voorneman
Deputy Director Secondary - Ms Michaela Jung
Facilities Manager - Ms Danielle Eijkenbroek

1.3 Stichting Het Rijnlands Lyceum

European School The Hague is affiliated with the European Schools by means of an Accreditation and Cooperation Agreement. We offer The European Curriculum and provide education for the European Baccalaureate. ESH is part of Stichting Het Rijnlands Lyceum. The foundation stands for excellent education and supports its schools in realising the best education for its students.

1.4 Mission story

The European School The Hague is a unique school. We were established in 2012 to educate the children of employees of European Union institutions. We provide a multilingual and multicultural education to Early Years, Primary and Secondary school children culminating in the European Baccalaureate. We are an officially Accredited European School, partly administered and financed by the Dutch national education system, and accredited by the Board of Governors of the European Schools since December 2012. We are part of the Rijnlands Lyceum Foundation.

1.4.1 Mission

Our Mission is to provide a positive, open-minded community that fosters ambition through rich cultural and academic opportunities, inspiring lifelong learning.

1.4.2 Vision

Our Vision is to inspire students to be responsible, future focused and proactive citizens of Europe and the world.

1.4.3 Community

Our community is enriched by our multicultural and multilingual staff, students and parents as we connect, collaborate and celebrate a culture of learning.

1.4.4 Values

Our Core Values provide the foundation for how the ESH community, staff and students achieve our mission:

Ambition

- We strive to reach our full potential.
- We accept challenges and have a passion for finding solutions.

Positivity

- We focus on the positive aspects in situations.
- We build a constructive and positive environment from which everyone benefits.

Respect

- We show respect for people, possessions, our planet, protocols and ourselves.
- We accept the differences, strengths and weaknesses of others.

1.4.5 8 Key Competences

ESH students are future citizens of Europe and the world. As such, they need a range of competences to meet the challenges of our rapidly changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. These competences are incorporated and embedded in the European Schools curriculum. The eight key competences, which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment are what we aim for our students to achieve.

Key competences for lifelong learning

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression
- Interpersonal skills, and the ability to adopt new competences

Schlüsselkompetenzen für lebensbegleitendes Lernen

- Lese- und Schreibkompetenz
- Fremdsprachliche Kompetenz
- Mathematische Kompetenz und Kompetenz in Naturwissenschaften, Informatik und Technik
- Digitale Kompetenz
- Persönliche, soziale und Lernkompetenz
- Bürgerkompetenz
- Unternehmerische Kompetenz
- Kulturbewusstsein und kulturelle Ausdrucksfähigkeit

Compétences clés pour l'éducation et la formation tout au long de la vie

- compétences en lecture et en écriture
- multilinguisme
- compétences mathématiques, scientifiques et en ingénierie
- compétences numériques et technologiques
- compétences interpersonnelles et aptitude à acquérir de nouvelles compétences
- citoyenneté active
- entrepreneuriat
- sensibilité et expression culturelles

Sleutelcompetenties voor een leven lang leren

- Geletterdheid
- Meertaligheid
- Numerieke, wetenschappelijke en technische vaardigheden
- Digitale en technologische competentie
- Interpersoonlijke vaardigheden en het vermogen om nieuwe competenties te verwerven
- Actief burgerschap
- Ondernemerschap
- Cultureel bewustzijn en culturele expressie

1.5 Parent Contributions

1.5.1 School fees

School fees for 2021-2022 can be found with the admissions information on our website.

1.5.2 Lockers (Secondary)

Lockers are available to hire for all students. The annual rental of the locker costs €17.50. The locker card is integrated within the ID card. This card is also used for entering the premises, printing and as a library card for borrowing books.

1.5.3 PE Kit (Secondary)

Secondary students are required to wear the t-shirt from the ESH PE kit during PE lessons. Refer to the PE Policy on the Community Portal for more details.

1.5.4 Lunch, canteen and snacks

Hot lunches are available in the school canteen for students who register with Jouw School Kantine BV. Please contact them directly for details and to arrange a hot lunch. At the Primary school, parents pay EUR 150 per year for the lunchtime supervision of their children. At the Secondary school, snacks and sandwiches are available for sale at break and lunchtime, as well as drinks and snacks in our vending machines. More information: canteen@eshthehague.nl

1.5.5 Residential trips

Secondary parents will be asked to contribute to their child's participation in residential trips. Parents will be charged for some trips, such as the S2 camp, S4L2 trip and the S6 cultural trip, etc. This contribution is for accommodation, transportation, activities, food, etc. ESH Secondary will invite parents to an information evening during the year with more information about these trips. These residential trips are a compulsory part of the European school curriculum. Refer to the Residential Trips page of our website for more information.

For the Primary School, parents will only be invoiced for the P5 Residential trip. This contribution is for the local activities, accommodation, food and transport. ESH Primary will invite P5 parents to an information evening during the year with more information about the Residential Trip, a highlight for our leaving P5 pupils. All other school trips and excursions are funded by the school.

1.6 Safety Policy

1.6.1 Safety

ESH has a dedicated First Aid team and an Emergency Response team (BHV) that consists of staff members who receive refresher training every year. Our school has evacuation drills and protocols. For First Aid please visit the concierge office or reception.

1.6.2 ID Badges

The safety and well-being of our students and staff is considered among our top priorities and we expect all staff, parents, volunteers, and visitors to share this priority. Therefore, we ask all our visitors to wear a visitor badge upon entry to the school. These badges serve as a form of instant identification for everyone in the school and the absence of a school ID can be used to restrict access to the school.

1.6.2.1 Secondary students

For ease of identification, all secondary students receive an ID card on a lanyard. This should be worn visibly on arrival at school every morning, and be kept handy throughout the day. Without the card, it will not be possible to enter the school and pass through the entrance gates. It means the student must report at the concierge's office. If a student loses their ID card, a replacement will be issued by the Facilities Manager at a cost of 10 euros. ID cards must be used to enter the school building.

1.6.2.2 Staff members

Staff wear an ID card with a blue lanyard.

1.6.2.3 Primary Parents

Primary Parents are expected to wear their personal school badge visibly when inside the building and show it when requested. All parents of Early Years receive two badges per child. If you forget your badge, please register at the reception.

1.6.2.4 Visitors

To ensure safety and security at our school, visitors must sign in and sign out at reception of Primary or at the visitor's entrance at Secondary school. All parents and visitors must wear a school- issued identity badge. The visitors' badge must be displayed whilst a visitor is in school and returned to reception when leaving.

1.6.3 Privacy

ESH processes personal data of all its students. We are responsible for the careful handling of your child's personal data. For details, please see the explanatory notes in the Privacy Protocol on the Community Portal.

1.6.4 Safeguarding and Child Protection

We recognize that every child has the right to develop physically, mentally, and socially in a safe and secure environment. Children can not develop and learn effectively if their physical and mental health is negatively affected. This is a priority for all staff who have a responsibility to build relationships with students to promote a safe, caring and supportive environment both inside and outside of the classroom. We take very seriously any allegations or signs of abuse or neglect of a child and will follow up accordingly. Abuse is defined in The Netherlands to include, physical, psychological and sexual abuse. In addition, neglect can have as profound an impact on a child's development as abuse and is taken equally seriously. In accordance with the obligation to report concerns 'Meldcode', the follow-up measures that we take may include contact with local and/or international law enforcement and contact with the organizations responsible for child protection in The Netherlands (e.g. Veilig Thuis, Crisis Intervention). Our staff receives annual training on Safe guarding and Child Protection.

1.6.5 Health Support Officer and First Aid

We have processes and procedures in place to manage preventative health care. The first aid team look after children who fall sick or are injured during the school day, contact parents to collect them while advising about possible referral to the relevant medical services or provide urgent care/first aid.

1.6.6 Medical Details

It is the parents' responsibility to ensure that a Medical Information and Declaration Form is completed and regularly updated for their child or children. It is necessary that all parents supply the school with the relevant medical information so we can act accordingly in the case of an emergency. If a medical condition develops after intake, it is important that the school is informed as soon as possible.

If a child has a medical condition (allergy with serious risks, asthma, diabetes, epilepsy, heart condition, only one kidney) all relevant medical information (how to act, how to recognize symptoms, emergency procedure) is collated and gathered in a Medical Fact Sheet (MFS).

This MFS includes a clear picture of the child. The MFS is distributed to all key positions in the school: class of child, canteen, reception, staff room, first aid office and first aid team. Any medication is stored in the first aid office. The Medical Protocol contains more detailed information.

1.7 Complaints Procedure

It is our goal and intention to offer excellent education in a warm, safe environment. However, sometimes the best intentions do not always go as planned and in accordance with Dutch law, we have a transparent complaints procedure for students, parents and staff.

Parents, students or staff who wish to make a complaint are advised to approach a manager in the school organization beginning with a middle manager, then the Assistant Deputy Director, Deputy Director and finally the Director of the school. Ideally complaints regarding a teacher or member of staff, would be reported to the person concerned, so that they can address the problem. If this is not successful, if there are reasons why this is not an appropriate approach or if one does not feel safe or comfortable approaching this individual directly, complaints can be escalated to the next appropriate person or to the Internal Confidentiality Person for support and advice.

At each school there is an Internal Confidentiality Person to whom pupils, parents and members of staff can speak with and/or report matters requiring confidentiality. Examples of reasons for reaching out to the Internal Confidentiality Person include abuses of power or other forms of undesirable behavior such as harassment, bullying, aggression and discrimination. The Internal Confidentiality Person offers initial support, can give advice and can help explore various options as well as offer referrals to external support organizations.

In addition to the Internal Confidentiality Person, there is also an External Confidentiality Person. An External Confidentiality Person focuses on integrity issues, such as suspicions of financial, educational, or safety irregularities, integrity incidents or abuses within the organisation. The Centrum Vertrouwenspersonen Plus fulfills the role of External Confidential Person for the schools of the Rijnlands Lyceum foundation.






The External Confidentiality Person can be reached at:
Centrum Vertrouwenspersonen Plus
Telephone 06 81 31 69 36
email: info@cvp-plus.nl
www.cvp-plus.nl

Parents, pupils and staff can also turn to the executive director (the board) of the Rijnlands Foundation, Mr. Arjan Kastelein, Postbus 486, 2240 AL Wassenaar. He can decide to investigate matters himself or submit them to the National Complaints Committee or refer parents or pupils directly to the National Complaints Committee.

Staff should lodge any complaints with the Deputy Director of the school. If they feel unsafe or uncomfortable doing so, they can always ask the Internal Confidentiality Person to assist them. The complaints committee of the Rijnlands Foundation is the National Complaints Committee and they advise the board who ultimately make a decision. Please find the regulations and address of the committee on the Rijnlands website.

1.8 School Holiday Calendar

August 2021								September 2021								October 2021							
wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S
30							1	35			1	2	3	4	5	39					1 ⁺	2	3
31	2	3	4	5	6	7	8	36	6	7	8	9	10	11	12	40	4	5	6	7	8	9	10
32	9	10	11	12	13	14	15	37	13	14	15	16	17	18	19	41	11	12	13	14	15	16	17
33	16	17	18	19	20	21	22	38	20	21	22	23	24	25	26	42	18	19	20	21	22	23	24
34	23	24	25	26	27	28	29	39	27	28	29	30				43	25	26	27	28	29	30	31
35	30	31																					
November 2021								December 2021								January 2022							
wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S
44	1	2	3	4	5	6	7	48			1	2	3	4	5	52						1	2
45	8	9	10	11	12	13	14	49	6	7	8	9	10	11	12	1	3	4	5	6	7	8	9
46	15	16	17	18	19	20	21	50	13	14	15	16	17	18	19	2	10	11	12	13	14	15	16
47	22	23	24	25	26	27	28	51	20	21	22	23	24	25	26	3	17	18	19	20	21	22	23
48	29	30						52	27	28	29	30	31			4	24	25	26	27	28	29	30
																5	31						
February 2022								March 2022								April 2022							
wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S
5		1	2	3	4	5	6	9		1	2	3	4	5	6	13					1	2	3
6	7	8	9	10	11	12	13	10	7	8	9	10	11	12	13	14	4	5	6	7	8	9	10
7	14	15	16	17	18	19	20	11	14	15	16	17	18	19	20	15	11	12	13	14	15	16	17
8	21	22	23	24	25	26	27	12	21	22	23	24	25	26	27	16	18	19	20	21	22	23	24
9	28							13	28	29	30	31				17	25	26	27	28	29	30	
May 2022								June 2022								July 2022							
wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S	wk no.	M	T	W	T	F	S	S
17							1	22			1	2	3	4	5	26					1	2	3
18	2	3	4	5	6	7	8	23	6	7	8	9	10	11	12	27	4	5	6	7	8	9	10
19	9	10	11	12	13	14	15	24	13*	14	15	16	17	18	19	28	11	12	13	14	15	16	17
20	16	17	18	19	20	21	22	25	20*	21	22	23	24	25	26	29	18	19	20	21	22	23	24
21	23	24	25	26	27	28	29	26	27*	28	29	30				30	25	26	27	28	29	30	31
22	30	31																					

	All students & staff	School closed for holidays
	All students	School day ends at 12.30
	All students	School closed for teacher in-service day
	Primary students & staff	School closed for teacher in-service day
	Secondary students	School day ends at 12.30 for Class Councils. * Week of the June Class Councils to be confirmed, depending on the EB exam schedule. + School day ends at 12.30 for Official Opening celebrations

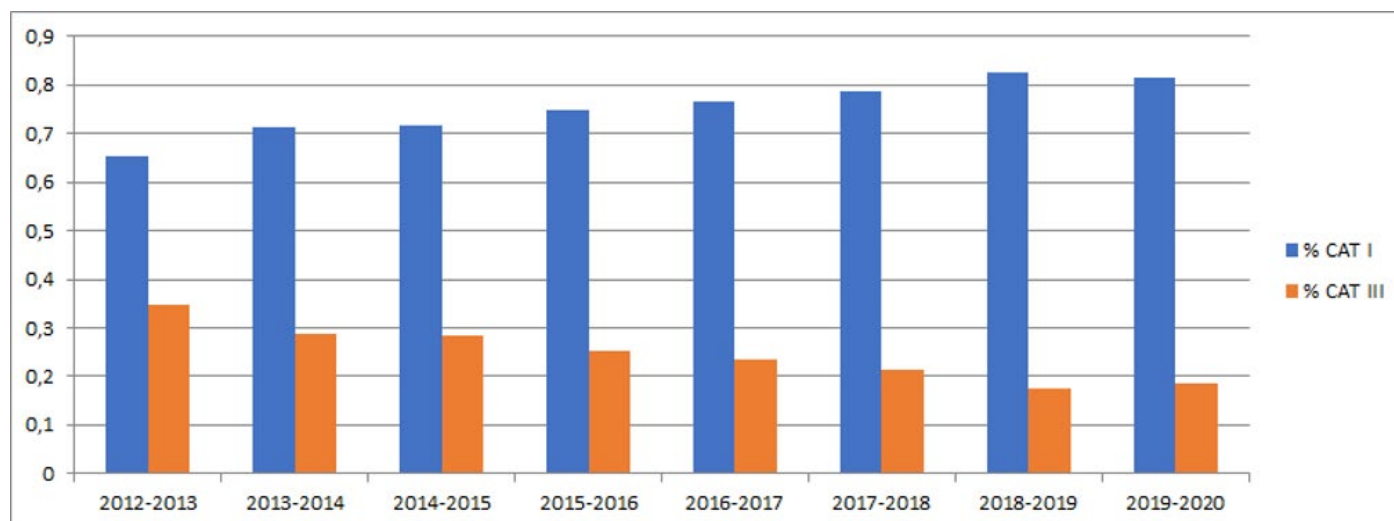
1.9 European National Days

At ESH all European Nationalities are important to our diverse community and we celebrate the European National days. We hang up the country flags, and post activities on Social Media. These are regular school days, with the exception of Dutch Koningsdag, a public holiday.

Country	Date	Name of the day
Austria	26-Oct	Nationalfeiertag
Belgium	21-Jul	National day
Bulgaria	3-Mar	Liberation Day
Croatia	25-Jun	Dan državnosti
Cyprus	1-Oct	Independence day
Czech Republic	28-Oct	Independence day
Denmark	5-Jun	Grundlovsdag
Estonia	24-Feb	Independence day
Europe	9-May	European Union Day
Finland	6-Dec	Independence day
France	14-Jul	National day
Germany	3-Oct	Tag der deutschen Einheit
Greece	25-Mar	National day
Hungary	15-Mar	National Day
Ireland	17-Mar	St Patrick's Day
Italy	2-Jun	Proclamazione della Repubblica
Latvia	18-Nov	National day
Lithuania	16-Feb	Independence day
Luxembourg	23-Jun	National Day
Malta	21-Sep	Independence day
The Netherlands	27-Apr	Koningsdag
Poland	11-Nov	Święto Niepodległości
Portugal	10-Jun	dia de Portugal
Romania	1-Dec	Ziua națională a României
Slovakia	1-Sep	Constitution day
Slovenia	25-Jun	National day
Spain	12-Oct	La fiesta de la Hispanidad
Sweden	6-Jun	Sveriges nationaldag
United Kingdom	21-Apr	Queen's birthday

1.10 School Community

1.10.1 Category breakdown



1.11 Surveys

1.11.1 Satisfaction survey

One of our responsibilities as a school subsidised by the Dutch government is to conduct satisfaction surveys of our school community every four years, using nationally recognised and benchmarked tools. The Satisfaction Survey for Secondary took place in April 2019. The survey was created in conjunction with Kwaliteitscholen and was comprised of a range of questions that we are obligated to ask, enabling our results to be shared with the Inspectorate for Education and the Ministry of Education, for comparison against other schools in the Netherlands. As part of our commitment to providing a high-quality education for our students, we also chose to include some additional questions in the survey which were composed in collaboration with the European agencies. The results of which provided us with feedback related specifically to ESH, enabling us to define clear points for improvement going forward. The primary school conducted a pupil, staff and parent satisfaction survey in June 2021. The results are published on www.scholenopdekaart.nl.

1.11.2 Safety survey

One of our responsibilities as a school subsidised by the Dutch government is to conduct every school year a safety survey amongst a certain number of students. This survey is not conducted the year of the Satisfaction survey.

1.12 Absences: Reporting sick or medical appointment

If your child is absent for more than one day due to illness, a call to the school office must be made each day unless we have been informed that their absence will be for a specific period of time. Regular or persistent absence will be followed up by the school as any unexplained or unapproved absences need to be reported to the compulsory attendance officer (Leerplicht).

1.12.1 Primary

If your child will be absent due to illness or for any other reason, please report this to reception before 08:30, either by email: prim-absences@eshthehague.nl or by telephone: + 31 (0)70 700 1600. If a child is absent without notification, we will contact the parents.

Wherever possible, medical or any other appointments should be scheduled outside regular school hours. If appointments cannot be scheduled outside school time, reception should receive notice beforehand, or at the latest upon arrival at school. If any pupil has to leave school during the school day for an appointment, we ask that you report to the reception and indicate whether your child will return to school later that day. If your child returns to school, please also notify reception. If your child will not return to school after the appointment, please don't forget to notify all other relevant organisations such as the bus company, after school activities provider or the after-school care provider.

1.12.2 Secondary

In the case of absence for sickness or due to an appointment, please inform the reception in advance by filling the report an absence form, or upon arrival at school. If students fall ill during regular school hours they must report to the reception after informing their mentor or teacher. The receptionists will contact the parents to alert them, and agree on how the student will travel home. If you collect your child during school hours for a doctor's visit, for example, please report to the reception and indicate whether your child will return to school that day. Please also inform the bus company if your child uses bus transport to avoid unnecessary delays for others on the bus.

If you have any questions about absences, please contact the reception either by email: sec-absences@eshthehague.nl or by telephone: + 31 (0)70 700 1600.

1.12.3 Absence - Special Leave request

If a student must be absent for reasons other than illness, doctor, hospital, dentist or orthodontist appointments, a 'Request for Special Leave' form should be completed and returned to the reception or to sec-absences@eshthehague.nl at least 15 working days prior to the requested leave date. ESH reserves the right to deny a request for special leave. The ESH is bound to Dutch regulations (Leerplicht) in this respect. For more details regarding the conditions for Special Leave, please see the school website.

1.12.4 Absence - Gifted and Talented students

Some students who follow special educational enrichment programmes in addition to their tuition at ESH might request time off during regular scheduled school hours to be able to participate. ESH needs to receive an official request provided with supporting documents and dates at the beginning of the school year. The request can be sent to secondary@eshthehague.nl or prim-absences@eshthehague.nl. ESH will discuss the possibilities in supporting your child to further develop their talent. Teachers should be able and willing to set up work for the missing lessons. In the case that a student misses lessons regularly due to officially approved Enrichment or Talent programs outside of school, a special contract will be drawn up to ensure the student does not fall behind in regular schoolwork.

1.13 Absence Policy

If a student has been ill for more than 5 consecutive days, has had 2 consecutive days absence twice or more in 2 months (a total of 4 days in 2 months), or has had a total of 5 days absence over a period of 3 months then the school will contact parents to inquire about the absences. If the absences continue and are deemed a cause for concern, then the school will inform the school doctor (Centrum Jeugd en Gezin, CJG) who will contact the parents to arrange an appointment. The school doctor then informs the school if any further action is necessary. This process can also be used if a student's attendance becomes a matter for concern, including patterns of absence or absences on specific days. We must report the absence to *leerplicht* when a student is absent 16 hours in 4 weeks as a concerning absence.

1.13.1 Secondary

We must follow Dutch Regulations concerning student attendance. Lateness and non-approved absences: in the case of 16 hours of unapproved instances of lateness within 4 weeks, the school is required to report the student to the Attendance Officer of Dutch Compulsory Education. After a number of absences recorded for illness (normally 3 - 4) in a period of twelve school weeks, or 10 periods in a row, parents will be contacted by the mentor for a meeting. The purpose of this meeting is to find out if we can offer any help to the student. If the student is absent again, parents will be contacted by the Student Administrative Officer to seek agreement to involve the nurse or the school doctor. If the parents agree, they will meet the student at the JGZ center. If the parents disagree, all attendance information will be transferred to the Attendance Officer of Dutch Compulsory Education.

1.14 Late Arrivals

1.14.1 Primary

Parents are responsible for bringing their children to school on time. Children must be in class for 08:45. The European School of The Hague is bound to Dutch rules and regulations (*Leerplicht*). If your child consistently arrives late, we will contact parents requesting an explanation for their tardiness.

To assist in the required administration of attendance and absences, pupils who are late for school must report to the reception on arrival to "sign in" before joining lessons. Where applicable, a note from parents should accompany a student who is late because of an external appointment. According to Dutch law, if your child is late 10 times, the school will send you a letter. If your child is late 15 times in one term, then the school is obliged to inform the compulsory attendance officer (*Leerplichtambtenaar*).

1.14.2 Secondary

Please refer to the Unapproved absence and lateness policy available on the Community Portal.

1.15 Useful contacts

Stichting Rijnlands Lyceum
Executive Director: Mr Arjan Kastelein
info@rijnlandslyceum-csb.nl
www.rijnlandslyceum.nl

External Confidential Counsellor
Centrum Vertrouwenspersonen Plus
+31 6 81 31 69 36
www.cvp-plus.nl

Centrum voor Jeugd en Gezin (CJG)
For all questions about children's development and
education, child care and the school doctor.
0800 28 540

Compulsory Education Office
For all questions about the attendance regulations
in the Netherlands Municipality of the Hague
Compulsory Education Department

Compulsory education officer for Primary Ms. Ana
Gasic ana.gasic@denhaag.nl 070 353 5454

Compulsory education officer for Secondary
070 353 5500

National Complaints Committee
www.rijnlandslyceum.nl/stichting/organisatie/
klachtenregelingen

Financial Matters
Rijnlands Lyceum Foundation
071 573 0912
071 573 0914
www.rijnlandslyceum.nl

School Social Worker
Primary: Xtra-Plus Jongeren informatiepunt
(JIP) Jeugd Interventie team (JIT) School
Maatschappelijk Werk+ (SMW+)
070 205 2000

Secondary Social Worker: Schoolformaat
070 308 0217

The Dutch Inspectorate of Education
info@owinsp.nl
Inspectors hotline: 0900 111 3111

Questions about education:
088 669 6000
www.onderwijsinspectie.nl

PRIMARY SCHOOL



2. Welcome to ESH Primary

2.1 Message from the Deputy Director – Eugene Voorneman

This school guide offers insight into what it means to be educated at the European School of The Hague, primary. It guides expectations for pupils, parents and staff and should answer many frequently asked questions. As we communicate in our mission, vision, core values and key competences, ESH is committed to offering an education that equips pupils to achieve the best possible results, both academic and personal. We update parents with emails and Newsflashes as well as posts on the Social Schools app or via the Community Portal of our website. We wish our ESH community a positive and ambitious year ahead.

2.2 Contact information

European School The Hague Primary
Houtrustweg 2
2566HA Den Haag
Email: primary@eshthetheague.nl

2.3.1 Primary Middle Management contact information

ESH has a strong cohort of middle managers/section leaders who are able to share responsibilities and divide leadership. They assist the Director, Deputy Director and Assistant Deputy Director. Middle management play a crucial role in developing and maintaining the nature and quality of the pupils' learning experiences, managing staff (within their section) as well as facilitating educational, socio-emotional initiatives, parent events, professional development, systems, projects, protocols and policies within the school. For any instructional/educational queries, please contact:

English Section Leader: Moira O'Hare - m.ohare@eshthetheague.nl

French Section Leader and Specialists (PE & Music): Vicky Vrontos - v.vrontos@eshthetheague.nl

Spanish Section Leader: Laura Ballester Millan - l.ballester@eshthetheague.nl

Dutch Section Leader: Charlotte van Asbeck - c.vanasbeck@eshthetheague.nl

German Section Leader: Doina Tsirelson - d.tsirelson@eshthetheague.nl

Support Section Leader: Ingeborg Hendriks - i.hendriks@eshthetheague.nl

Mother Tongue Leader and L2 Section Leader: Guillaume Roux - g.roux@eshthetheague.nl

2.3.2 Operational contact information

For any operational queries, please contact:

Bus/Transport: Angelica Radder - prim-absences@eshthetheague.nl

Canteen: Denise van Dorp - canteen@eshthetheague.nl

Facilities Coordinator: Annette van Koesveld - a.vankoesveld@eshthetheague.nl

Concierge: Carlo Pronk, Gil Carreiro, Robert Solleveld - prim-concierge@eshthetheague.nl

After School Activities: Birgitta Blank / Kasja - afterschool@eshthetheague.nl

School Sports: Kasja Ouwerkerk-Kortekaas - k.Ouwerkerk-Kortekaas@eshthetheague.nl

Health Support Officer: Birgitta Blank - prim-absences@eshthetheague.nl

Admissions/Invoices: Claire Alcock - admissions@eshthetheague.nl

Communications: Soul Robertson - s.robertson@eshthetheague.nl

Primary PTA: pta@eshthetheague.nl

Primary Participation Council: pc@eshthetheague.nl

Internal Confidential Persons: Patricia McAteer - p.mcateer@eshthetheague.nl

Reception: Angelica Radder and Patricia van den Dungen - prim-absences@eshthetheague.nl

2.4 European Primary School Curriculum

The curriculum incorporates the established 8 Key Competences. Learning is planned in a cross-curriculum manner, linking concepts and skills across subject areas. We also strive to include our core values in our teaching. All curriculum documents can be found on the official website of the European Schools - www.eurisc.eu (Early Years and Primary cycles).

2.4.1 Early Education Curriculum

Early Years involves a cycle of 2 – 2.5 years and the Primary cycle, 5 years.

Early Education is the foundation of developing life long learners and its central role is to support children's growth into informed, ethical and responsible citizens. Teaching and learning in the Early Years supports and monitors pupils's communication skills as well as their physical, psychological, social, cognitive and emotional development by providing high quality opportunities, experiences and learning environments.

Children learn through play, so the planning and environment, encourage exploration, engagement and experimentation. The focus is on practical, hands-on, active learning and is developed through child-initiated play and is inquiry-led, which is appropriate and meaningful to young children.

The Early Education Curriculum of the European Schools focuses the planning for learning for the Early Years children. Numeracy and literacy is planned and harmonised by the Early Years teachers. Daily, the pupils are offered opportunities to be curious in their learning: they are encouraged to ask questions, to explore and to research their answers through a range of play activities and experiences.

2.4.2 Primary Curriculum

Our Primary education builds on from the Early Years curriculum. The European Schools curriculum, written specifically for the European Schools, aims to develop the 8 Key Competences through a range of subject areas. When pupils are in the first year of the Primary cycle, all language sections, as well as the mother tongue classes, start with the methodical acquisition of basic language, reading and writing skills:

Mother tongue / L1 (Dutch, English, German, French, Spanish, Finnish, Czech, Greek, Italian, Polish, Portuguese, Romanian and Slovenian). Second language L2 (English, French or German).

2.5 Language Sections

The ESH has five language sections: Dutch, English, French, German and Spanish. Our SWALS pupils (Students Without A Language Section) are placed in the language section of one of the official European languages: English, French, German or in the Dutch section. ESH also offers Czech, Greek, Italian, Polish, Portuguese, Romanian, Slovenian and Finnish mother tongue education. Other mother tongue classes can be organised if the requirements are met.

Beginning in Early Years, all pupils with the exception of the Dutch Section receive Dutch as an Additional Language (DAL) lessons. For all pupils, from Early Years to P5 this means 1,5 hours per week of Dutch lessons. The older DAL groups from P2 – P5 are streamed according to language proficiency. ESH Primary aims to have class sizes ranging between 22 and 28 pupils. If there are more than 22 pupils in a Primary class, the class teacher is helped by a teaching assistant for part of the day and management will investigate the viability to split the class before reaching the maximum of 28 pupils.

All Early Years classes have a teaching assistant to support the teacher and pupils. In the Early Years department, the youngest and oldest pupils in the Early Years classes work together in a mixed group. In this way, the pupils learn from each other and with one another.

Pupils take the majority of subjects in their own language section. To encourage playing and learning with pupils from the other sections we offer a number of lessons in mixed language groups for example, L2, DAL and European Hours lessons. In the Early Years cycle, pupils have combined activities during Friendship Zone.

2.6 Primary Curriculum Subjects

2.6.1 Mother Tongue/L1 EY-P5

Mother tongue/L1 language lessons aim to develop a pupil's mother tongue ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts, education and training, work, home and leisure.

2.6.2 Second Language (L2) P1-P5

The starting point for L2 lessons is the common curriculum for second language acquisition. The objectives are based on the Common European Framework of Reference for Modern additional Languages: Learning, Teaching and Assessment. When learning the second language, attention is paid to the following skills: listening/understanding, speaking, reading comprehension and writing. The classes offer a wide variety of language activities, covering themes related to pupils' experiences. Wherever possible, these themes are aligned to Discovery of the World topics. The levels within one year can be very diverse and this will be taken into account within the themes. The teachers make use of a variety of resources and methods for these lessons.

2.6.3 Dutch as an Additional Language

All pupils in the English, French, German and Spanish language sections also receive Dutch as an Additional Language lessons. Within the European Schools system there is no official curriculum for Dutch as an additional language, however, we have developed a curriculum which is available on our website.

2.6.4 European Hours P3-P5

European Hours develops knowledge and fosters pupils' awareness of their national and European heritage (present and past) and identity, together with a global awareness and a respect and care for the rights and beliefs of others in order to create tolerant and caring members of society. As citizens of Europe and of the world, the pupils will have an understanding and critical appreciation of the values of other citizens, while nurturing a sense of personal identity, self-esteem and awareness of their particular capabilities.

2.6.5 Literacy EY-P5

Literacy lessons aim to develop the language of the section. This enables the pupil to be able to learn and develop within the language section they are placed. Through speaking, listening, reading & writing, ideas and information are expressed and communicated, aspirations, attitudes and emotions are articulated, and imaginative possibilities are explored. Our well-resourced libraries have books in 16 European Languages to support literacy at ESH.

2.6.6 Mathematics

Mathematics lessons enable pupils to develop mathematical knowledge and skills, and an understanding of how to use them appropriately in real life situations. There are five main topics: numbers and the number system, calculation, measures, shape and space and data handling. Within each topic, pupils will be able to:

- understand and learn facts, procedures, and concepts
- interpret results and communicate information using mathematical language
- make connections between mathematical concepts and procedures
- use these skills in practical and meaningful problem-solving situations

Intermath is our core teaching tool for Mathematics. It has been especially developed for the European schools and is available for all language sections. Teachers complement the Intermaths resources with additional materials, sourced appropriately for their language section.

2.6.7 Discovery of the World

The Discovery of the World subject combines Geography, History, Biology, Technology and socio-cultural areas of study. Each area of study is further divided into specific topics for each year group. Attention is also given to current affairs and different religions. The teachers in each year group jointly plan topics to ensure all objectives are covered throughout the year.

2.6.8 Art

Art education at ESH prioritises expression (self-expression and communicating to others), while we engage, inspire and equip children with the skills to invent, imagine and create works of art and craft. Art hours for P3-4-5 are incorporated in the pupils's European Hours or Discovery of the World curriculum. For our P1 & P2 pupils, separate art lessons are offered in class.

2.6.9 ICT

ICT education provides pupils with the opportunity to develop their ICT skills and understanding. These skills and knowledge can then be applied in a variety of situations and in different subject areas. All classrooms have interactive whiteboards (SMART) or LED projectors with whiteboards. Teachers are trained for proficiency and encouraged to infuse education with technology. Laptops and iPads are available for each class as well as in specialist subjects. ESH also has ICT-lab and a multi-purpose room available for staff to teach ICT-lessons.

2.7 Specialist Subjects

2.7.1 Music

An important goal of music lessons is that pupils are given the opportunity to enjoy various aspects of music. The social and cultural dimension plays an important role as do different musical styles. During the music lessons, taught by a specialist subject teacher, attention is paid to the development of musical skills including making, listening to and composing music. Our Primary school has a dedicated Music Room to teach the pupils to play on instruments and enjoy other music related activities.

2.7.2 Physical Education

ESH has appointed specialist teachers to teach PE lessons for Early Years and Primary classes. Early on, the emphasis is on practising motor skills and developing basic techniques for different sports. In physical education it is also important for pupils to enjoy movement. In addition, attention is paid to social qualities, such as consideration for others, cooperation, attention to safety and sportsmanship. Pupils receive two PE lessons a week. Sport will be practiced in sport clothes and from a hygienic point of view, after the PE lesson, pupils change into normal clothes again. The school has two well-equipped gymnasias, a artificial turf field, a basket ball field and a play hall for the Early Years. Weather permitting, classes are also held outdoors on the sports fields. Swimming is part of the PE curriculum for P2. Pupils will be taken to and from the swimming pool by bus. Information will be communicated to parents via the Swimming Coordinator at the beginning of the school year. ESH encourages participation in the local tournaments for Dutch Primary schools as an opportunity for introduction and integration with Dutch sport clubs, friendly competition and team bonding. Depending on the offered tournament, Primary 2 to Primary 5 classes can participate. Parents are informed via email.

	P1-P2	P3-P4	P5
Subject	Hrs/week	Hrs/week	Hrs/week
L I	5.5	3	3
Mother Tongue	2.5	3.75	3.75
Mathematics	4	5.25	5.25
L II	2.5	3.75	3.75
DAL or L1 for Dutch section	1.5	1.5	1.5
Discovery of the World	1.5	3	3
Art	2.0	0.75	0.375
Music (by class & music teachers)	1.5	0.75	0.375
PE (by specialist teacher)	1.5	1.5	1.5
Various subjects	2.25	2.25	2.25
EU Hours	-	1.5	1.5
Leefstijl	-	-	0.75
Total hours to be timetabled	24.75	24.75	24.75

2.8 Assessment

ESH teachers assess the academic progress of our pupils. Assessment is done both informally and formally. For informal assessment we use a variety of tools specific to each language section. For formal assessment we use tools available through official assessment agencies from the country of each language section. These results are recorded and then used to track the progress and development of our pupils throughout the years. Formative and summative assessment is reflected in our report cards, which we distribute twice per year. These report cards show the progression our pupils have made academically as well as socially and emotionally. Assessment is a continuous process. For on-going assessment pupils are engaged in self-assessment. This assists them to develop effective reflective skills and set future targets for themselves. In the Early Years cycle we use the Early Years Portfolio (Bordfolio) as required in the Early Education Curriculum of the European Schools. For the Primary school, we use Social Schools Portfolios.

2.9 Transition To Secondary School

2.9.1 P5-S1 Transition

The P5 - S1 transition program at ESH is tailored to the particular needs of our P5 pupils and follows the Transition Guidelines of the European Schools. The transition program usually runs over the course of a year and covers:

- An information evening for parents during which subjects such as curriculum, language choices and organisation of studies are explained by the school management and teachers.
- A Secondary School orientation day (Step Up Incursion Day) includes joining the school assembly, as well as experiencing "taster" lessons in order to prepare pupils for the different teaching and learning styles at Secondary level.
- A fun day of socializing with the existing S1 students is organized, with a variety sports and games.
- Secondary Mentor teachers come to visit the P5 students for an information session about "Life at Secondary" and answer all their questions, face to face.
- Collaborative meetings between P5 teachers and S1 teachers to ensure a smooth and progressive academic transition for pupils to secondary.
- Parents are given information and administrative support as they register their children for the various language sections and subject choices.
- For newly registered pupils, individual appointments can be made with the admissions officer and parents and pupils may discuss options and choices.

2.9.2 Transition program for the Spanish primary students

Pupils enrolled in the Spanish Language Section do not have access to a Spanish Language Section in Secondary. It is our responsibility as a school to provide a smooth transition from Primary to Secondary education for all pupils. Therefore, we have implemented a tailored transition programme which aims to prepare them to continue their education in a different Language Section when entering the Secondary School. The transition program will be implemented in P4 and P5, the last two years of Primary School. This programme is evaluated regularly by all staff involved.

2.10 Leadership

As educators at ESH, we have a valuable opportunity to help students develop and exercise leadership in a responsible manner. Therefore, ESH plays a role in helping students, who are members of the P5 school council and P4 Eco Planet team, develop their leadership skills in order to reach their full potential as future leaders. See our website for more information.

2.11 Disciplinary Measures

If a pupil shows extreme misbehaviour at school, the most severe measures are to suspend or expel a pupil. The ESH has a disciplinary procedure in place which involves consultation between school management and the Board of the School or informing the Inspectorate of Education.

2.11.1 Confidentiality Persons

The school has appointed a confidentiality person, Ms Patricia McAteer, who is available for pupils and staff to talk to confidentially about issues that concern them. The confidentiality persons can work together with the school social worker and alternative methods of counselling can be provided if needed.

2.12 Primary Support Information

ESH has a strong multilingual team in support (made up of a psychologist, EAL teachers, support coordinators and teachers). They offer educational support (also for gifted/talented pupils), social-emotional support, one-on-one or small group support tailored to individual pupils' educational needs. ESH benefits from a regional network of advisors and collaboration. Please refer to the community portal of our website, primary documents, to see our Support Plan and Support Profile. If you have any general queries related to educational/social emotional support you can contact the support team via email at support@eshthehague.nl.

2.13 Health, Safety And Security

2.13.1 Sickness

Please report any cases of a contagious disease such as COVID-19 symptoms, rubella, chicken pox, impetigo, etc. to the receptionist and class teacher as soon as possible. Also, pupils with fever, diarrhea, eye infections or other infectious complaints, should be kept from school due to the risk infecting other children. It is important that your child stays at home until they have had one day without fever before they return to school. If child show symptoms of infectious diseases in school, we will follow the advice published by the Ministry of Health, Welfare and Sport (GGD).

2.13.2 Medication at school

If a pupil needs medication, the parents fill in the permission form to administer medication or make an appointment with the Medical support officer at prim-absences@eshthehague.nl. The school can only offer support within its limitations.

2.13.3 Head Lice

Head lice is a common problem and requires prompt action. Head lice are transmitted mainly through head-to-head contact. Children are prone to catching lice because they tend to have close physical contact with each other.

Like many Dutch schools, we have implemented lice checks with parent volunteers. At ESH, this happens after every holiday. If a child has lice, parents will be asked to pick up their child and immediately treat them to eliminate the lice and prevent spreading. A lice check coordinator will inform parents of the class and/or year group when a home check is required. If your child is found to have head lice at home, please inform the teacher and treat your child before he/she returns to school. A child may be excused from attendance for no longer than one school day. If a child is absent for more than a day due to head lice, school has a statutory obligation to report to the Compulsory Education Officer about the absence. If you wish to volunteer as a Lice Check parent, please email prim-absences@eshthehague.nl. Training will be provided.

2.13.4 Centre for Youth and Families (CJG)

During their years at school, pupils go through many stages of development. A child grows physically, emotionally and socially. All children living in The Hague or going to school in The Hague are therefore called up at specific moments for examination by one of the Youth and Family Centers in The Hague. Periodic visits help pick up any issues that might otherwise hinder healthy development, at an early stage.

There are Youth and Family Centers situated in different areas of The Hague, generally one goes to the CJG in your neighbourhood. These centers also offer services to families on many aspects related to children and parenthood e.g. managing children's behavior, healthy eating, bedtimes, internet safety, the impact of divorce on children etc. They are here to help both Dutch and international families and have a large team including doctors, nurses and social workers. Some are also able to provide services in English.

The website is www.cjgdenhaag.nl.

In the Netherlands children are offered the State Vaccination Programme (RIVM). The school doctors and nurses of the CJG take care of these vaccinations. The CJG uses contact information from our pupil registration database. If you object to this you may notify the school.

2.13.5 No Blame Approach to Bullying

ESH has a zero-tolerance for bullying. ESH uses a four-step positive approach to stop bullying. It is a whole school approach and brings about change quickly. It focuses on how the victim is feeling. Focusing attention on feelings, it removes attention on blame.

This should help the perpetrator to think about the impact of their actions and behaviour. By forming a support group of bystanders, peers and bullies it protects the victim from further harm. Each support member makes an agreement what they can do to help the victim feel better. This is monitored in a review meeting.

For more information on our Bullying Policy, please refer to the Community Portal on our website.

2.14 Communication and parents

ESH is committed to engaging in open communication with parents. To this end, the school has a number of channels of communication with parents:

2.14.1 Who to Contact? Instructional Issues

- If you would like to discuss your child's development, a concern or any other class related matter, please contact your child's classroom teacher or subject teacher.
- If you would like to discuss any language section related matter, please contact your child's section leader.
- If your concern has not been resolved by the teacher or section leader, then one should contact management.

2.14.2 Who to Contact? Section Leaders / Middle Management Team

The ESH Middle Management Team assists the Director, Deputy Directors and Assistant Deputy Directors to manage the school. They facilitate the organisation of each section in the school, work closely with the section teachers and are the contact person, for parents, after the classroom teacher.

2.14.3 Communication with the School

At ESH we strive to improve our connection and communications with parents. Contact between home and school helps children learn and succeed. Here's how we communicate at ESH primary:

2.14.3.1 Communication from teachers to parents Email

Important information that needs to be communicated will be sent to parents by email. Class and subject news will be regularly communicated to parents through Social Schools App or emails. This communication is in the language of the section and outlines information about current topics of study and future activities both in and outside of school. Language learning news will also be shared by the Mother Tongue and L2 teachers via Social Schools. The other specialist teachers may also use Social Schools or email to communicate with parents.

2.14.3.2 Social Schools Communication App

As children start at ESH, parents are required to open an account on the ESH Social Schools App. This is an important channel of communication for parents. Social Schools is a GDPR compliant, safe and secure platform. This app shows parents what's going on inside the classroom, what's next on the events calendar and allows parents to set their child's image preferences – giving or withholding permission to use photos or videos of your child/ren. ESH may use this communication app for Emergency Alerts and important information. It is therefore an essential part of parents' connection to the school. Social Schools also offers Portfolios, a requirement of the European Schools Assessment Policy. Every child from P1 – P5 must have their own account. More information about Social Schools can be found on our website.

2.14.3.3 Information Evening

Parents will receive an email inviting them to the information evening and educational/information market at the beginning of the school year. This is organised with the aim of informing parents about the educational system and everyday activities in their child's group. We strongly recommend parents attend this evening to get acquainted with the year ahead.

2.14.3.4 Reports and Progress Discussions

The pupils in the Primary Cycle receive a school report in February and at the end of the school year. Parents will be invited for individual meetings with teachers regarding the progress and development of their child. These meetings are planned twice a year i.e. in October/November and also in February, after receiving their child's report. Parents may, upon request, have an optional third meeting with a class teacher, in July.

Parents of children who are at risk of repeating a year group will be informed by a letter sent in March. The final decision on whether to progress a pupil to the next class or to repeat a class lies with the school management.

2.14.3.5 Educational Report

When a pupil leaves school during the course of a school year (i.e. due to a move), parents receive a certificate of attendance and a written report from our teacher, co-signed by the director of the school. The report is written in the language of the section.

2.14.3.6 ESH Newsflash / Email from Management

When there is relevant information for all parents, ESH sends a brief, text only Newsflash. All updates and announcements and important school information will be included, plus reminders of upcoming events. All events are also posted on the Social Schools Calendar and "Highlights" are posted on the ESH website.

Website and Community Portal

The website has a host of information. Minutes of PTA and PC meetings as important documents and policies are in the password protected Community Portal. Parents can access these with a username and password which is issued by the school.

2.14.4 Parents' Participation

Like all successful schools, ESH is dependent on the positive contribution of parents. As our partners in education, parents can get involved in many ways. We are very proud of our involved and supportive ESH parents. Besides participation in formal consultative bodies, such as the Participation Council, parents are also invited to go along with their children on excursions or field trips, help with celebrations, join other committees, including the Parent Teacher Association (PTA), focus-groups, the canteen committee and to get involved in other school activities, as requested by the teacher or school.

2.14.5 Class Representatives

Every class has a Class Representative. This is a parent who volunteers to support the class teacher by helping to organise class activities. The Class Representative can also act as the contact person for new parents, concerning general questions about the school. This role is usually arranged during or before the information evening but if you are interested, please let the class teacher know in advance.

Furthermore the class representative is the contact person for new parents concerning general questions about school environment and will be able to answer your questions with regard to the daily routine at school. The Class Reps may approach you for assistance with some activities such as: birthday or leaving celebrations, Sinterklaas (5th December), Christmas celebration, Summer Fair, talent show etc. and to support the many PTA initiatives.

2.14.6 Parent Teacher Association

Every parent who has a child at ESH is automatically a member of the PTA with full voting privileges, as is every teacher working at ESH. Every other year a new PTA board will be elected from those who volunteer.

Usually, the PTA meets (bi)monthly in order to organise fun and social events like European coffee mornings, the Summer Fair, or fundraise with cake and book sales, and to help organise certain school events, such as Sinterklaas, Christmas, etc. The PTA can best be reached at the following email address: pta@eshthehague.nl. The most current PTA information can be found on our website.

2.15 Practical Information

2.15.1 Day Plan

School opens from 8:30am. School ends at 3:00pm except Wednesday, a half day, school ends at 12:45. Your child is welcome at school from 08.30; the first lesson begins at 08.45. All classes have a 15-minute break in the morning and a 45-minute lunch break. At the beginning of the school year you will receive a detailed timetable from your child's class teacher.

The 45-minute lunch break is divided into two parts: lunch-time (15 minutes) and playtime (30 minutes). During lunch breaks pupils may eat their own packed lunch or the warm lunch served by the canteen. Under normal circumstance, all pupils eat lunch in the Canteen (Atrium). They are supervised by our team of lunch time supervisors. Pupils then go outside to play for 30 minutes. As an alternative, parents may collect their child/ren for lunch break at home. We encourage healthy eating at ESH and ask you not to give your child any sweets, fizzy drinks or other unhealthy snacks. Unfortunately, we do not have any facilities for storing packed lunches in a refrigerator or for heating them up.

2.15.2 Pick up and Drop off Procedures

2.15.2.1 Arrival at school – drop off procedure

Please refer to the website for changes to our procedures due to COVID-19.

To ensure the safety of all pupils when dropping off your child(ren) please adhere to the arrival and drop off procedure of the school:

- The school doors will not be open for children before 08:30am.
- If your child is in school grounds before 08:30, he/she is still under the responsibility and supervision of the parent / guardian.
- Early Years pupils must enter and exit via the Early Years entrance / playground only.
- Parents are asked to stay out the school building at drop off to avoid congestion. Primary students may be brought by parents to their usual entrance to the school building (main entrance or porta-cabin classrooms). Pupils from P1 – P5 are expected to walk independently to their classroom.
- All pupils must be in class for 08:45 for lessons to start on time.
- If you need to contact a member of staff first thing in the morning please send an email to: prim-absences@eshthehague.nl.

2.15.2.2 Leaving school – pick-up procedure

At 12:45 on Wednesday and 15:00 on Monday, Tuesday, Thursday and Friday, the bell rings to indicate that the lessons have finished for the day.

- Early Years pupils are collected by parents at the Early Years gate.
- Primary pupils are brought out by the class teacher to their line-up areas.
- We kindly request that you wait outside the school on the courtyards.

For safety reasons, primary teachers hand the children over to their parents. Please support your class teacher by making sure that your child stays with the teacher until you arrive. Please make sure that your child, reception and the teachers are fully informed if another adult is to pick them up. Teachers will not hand children over to adults that they do not know, unless parents have given written permission.

Please pick your children up on time. The teachers' working day continues after the children go home and we would like to avoid unnecessary delays for staff and ensure a smooth transition from school to home.

2.15.2.3 Permission to Leave School Independently

If you allow your P4 or P5 child to leave school independently / unaccompanied and go home alone at the end of the day, parents need to complete and submit a permission form to reception. This is available on in the Community Portal or parents may ask reception for a copy (or email prim-absences@eshthehague.nl).

Note to staff and parents: **For the duration of COVID-19 protocols at ESH Primary, there will be changes to pick-up and drop off procedures. These will be clearly communicated to the parents via email, Social Schools or via an update on the website.**

2.16 Primary School Organisation

2.16.1 Teacher Professional Development at ESH

An INSET day is an IN-Service Training day, also known as a PD Day (Professional Development Day).

Professional development delivers benefits to our teachers, their profession and our pupils. Our goal is to ensure our teachers are up-skilled, have learning opportunities to keep pace with the current standards in education and to promote engagement. Teachers have 5 INSET Days and two Induction Days per year. New ESH teachers have one extra induction day before the academic year starts. There is no school for pupils on these days.

2.16.2 Professional Learning Community

Staff at the ESH are involved in continual, on-site professional development opportunities called Professional Learning Communities. A Professional Learning Community (PLC) is a group of educators who meet regularly to share expertise, work collaboratively, expand their teaching strategy toolkit to enhance the learning skills and experiences of students. In short, it is a team of teachers who work together to learn from each other in order to have a positive impact on the learning of the pupils. The PLC is integral to our school learning culture and professional development. It is guided by the Assistant to the Deputy Director and our PLC Organisers; they, in turn, facilitate a team of PLC Chairpersons who have regular meetings with our smaller PLC teams.

2.17 After School Activities (ASA)

The ESH offers an After School Activity (ASA) Programme delivered by qualified external ASA Tutors in the school building and on the sport fields. The programme offers a variety of ASA's in Sports & Fitness, Creative Arts, Music, Dance & Performance and Technology.

The vision behind the ASA's is that pupils can try out various physical or creative activities to see what they might like and where their interests lie. Once they have found an activity that suits them and that they wish to pursue, they can join local clubs or teams. Furthermore, the ASA's give pupils the chance to be around school mates from other language sections which gives them the opportunity to make new friends throughout the school.

The ASA's for Primary and Early Years are divided into three terms per school year. Parents will receive an email with details to register and can also find more information on www.afterschoolesh.nl.

We expect our pupils to cooperate and work well with the ASA tutors. In exceptional circumstances a pupil can be deregistered from ASA. This decision will be taken by both the ASA Tutor and the ASA Coordinator.

2.18 After School Care (ASC) or BSO

In the Netherlands all schools are required by law to work together with a ASC provider. ESH works together with Zein International Childcare located on the school premises. ESH families also use a number of other after school childcare providers, including, but not limited to: Big Ben Kids, CompaNanny Voorburg/Statenkwartier, Kindercentrum David DAK, Kindercentrum Onno DAK, 2Samen, Triodus, Villa Bloom, Zo Kinderopvang. ESH maintains regular contact with all ASC providers. Registration for ASC should be arranged directly via the ASC provider. For more about ESH's ASC providers, please see the website.

2.19 Bikes

Bike parking for pupils is available on the school premises or outside the Early Years entrance. Cyclists should walk their bicycles to and from the bike parking and follow the instructions of the traffic wardens and ESH staff.

2.20 Bus Transport

The door to door bus transport for our school is organised by Achttax. For registration and information, please use the following email address: planning@achttax.nl. A few companies organise bus transport for the pupils of their employees. Please ask your HR department if this is the case. Each child will be issued with a bus badge. These badges are to help ensure that each child leaves on the correct bus for the correct destination. If your child takes the bus, it is your responsibility to ensure that your child wears his/her bus badge to school every day, also on the way home. Please keep the badges safe and help your child take responsibility for wearing the badge every school day.

If a child will not travel by bus on a planned bus-day, because of a play-date or other appointments, parents must inform school at prim-absences@eshthehague.nl.

For pupils who travel by school bus, we ask that you explain to your children that safety on the bus is very important. Our pupils are expected to show respect, listen to their bus driver, remain seated during the journey and keep their seat belts fastened. In case of questions or complaints: please contact our facilities team via prim-absences@eshthehague.nl.

2.21 Canteen

ESH pupils can benefit from freshly prepared meals on a daily basis in the school canteen. The external provider, Jouv School Kantine, works with lunchtime supervisors and ensures that all meals meet the requirements set by the Dutch Food and Consumer Product Safety Authority (NVWA). For questions about prices or any comments about the canteen, please send an email to: canteen@eshthehague.nl. You can find the canteen Registration Form and more information on our website.

2.22 Parent Education

ESH strongly believes that parent education helps develop happy, healthy and well-behaved children. It is also key to building strong families and communities. Next events can be found on the Social Schools calendar.

2.23 Celebrations

Besides learning, we also make time for important celebrations such as Sinterklaas, Christmas, Easter and European National Days. On special occasions such as birthdays, treats may be brought to school for sharing. We strive to promote a healthy lifestyle and ask for your cooperation in this respect as well as to take food allergies into consideration.

2.24 PE Clothing

Pupils bring their gym clothes to school on the days that they have PE lessons. An appropriate sports kit includes indoor sports shoes with non-marking soles. A school sports shirt can be ordered from gymspullen.nu.

2.25 Extra Clothing

The school has a limited supply of clothes for 'accidents'.

2.26 Dogs

Dogs are not permitted on school grounds, with the exception of personal assistance dogs for people with disabilities.

2.27 First Aid

For First Aid you can go to the concierges office (located near the reception/entrance).

2.28 Insurance

The school has accident insurance for all pupils. This insurance is not only in effect when the pupils are at school, but also during bus transport from home to school and vice versa. The insurance also covers school trips and sports tournaments. However, this insurance does not cover lost or stolen personal belongings.

2.29 Library

We have two libraries in our Primary section; one is for Early Years and P1 and the other for P2-P5. From the moment you enter our libraries, their purpose is evident – to develop a love of reading in all children. There are over 30000 books, audio books and magazines in 16 European languages available for the pupils to sign out at different reading levels. They cover a wide range of scientific, daily life, historic, geographic and artistic topics.

If your child is interested in fact or fiction, an avid or reluctant reader our friendly librarians can help them to find books to pique their interest. All Early Years and Primary pupils visit once a week. Early Years pupils borrow two books and Primary up to three books per week. If your child is a bookworm or forgets their books on their library day, we have free access every morning from 8.30am- 8.45am. All pupils are supplied with a yellow library bag when they arrive at school. Replacement bags are 8.50 euros. Books that are more than 4 weeks overdue, lost or damaged must be replaced or reimbursed by the family. Parents can access our catalogue from home.

2.30 Lost Property

Please label your child's belongings clearly to avoid losing them. You can find lost property in the cupboard in the ESH Parent Café. At the end of each term, any belongings that have not been collected will be donated to charity.

2.31 Mobile Devices

Pupils are not allowed to use personal mobile devices at school. If parents require that their child carry a mobile device, the device needs to be switched off and kept in the child's bag the whole school day. Children have full responsibility for their mobile phones. In addition, we kindly request that parents limit their own use of mobile phones in the school premises. Please read our Mobile Device Policy on the Community Portal.

2.32 Parent Café

ESH has invested in a stylish new Parent Café for parents to enjoy a place to socialise after drop off or pick up. The parent café is on the ground floor, behind the Concierge's office. There is free coffee and tea available daily. ESH encourages parents to meet others and make new friends in the ESH community. Parents' supervision of (siblings and) children is expected at all times, especially after school. The PTA often meet on Tuesday mornings in the Parent Café. All parents welcome. Opening hours are 08:30 – 10:00 and 15:00-17:00.

2.33 Personal Belongings

There are a few occasions when pupils are allowed to bring toys to school. The ESH is not responsible for any lost or broken toys. Please evaluate the appropriateness of these toys before taking them to school.

2.34 Privacy

ESH processes the personal data of all its pupils. The school considers the proper handling of personal data vitally important and adheres to the privacy legislation - GDPR. In the notes on the Privacy policy, found on the Community Portal of the website, we explain how we handle your child's personal data.

2.35 Recycling

At school we collect paper separately in the appropriate recycle bins. We also collect old batteries and used printer cartridges (contact the concierges). Messages are sent out via Social Schools.

2.36 Smoking

Smoking is not permitted anywhere on or near the school premises.

SECONDARY SCHOOL



SECONDARY

3. Welcome to ESH Secondary

3.1 Message from the Deputy Director – Michaela Jung

A warm welcome to the school year 2021-2022 at the European School The Hague, and to our newly renovated secondary building. We are looking forward to guiding our students in their learning journey, and toward the completion of their European Baccalaureate. Our dedicated teachers are working hard to offer enriching opportunities in all areas of learning, cultural, social and academic, and to foster curiosity and an ambition for lifelong learning in our students. Along with our policy documents that can be found in the Community Portal, this school guide is your handbook to the multi-lingual education and learning opportunities offered at ESH Secondary. The guide will provide you with an overview of the operations at our school. I am happy to report that our school community is growing, and I would like to welcome all of our new students, staff and families who have joined us at ESH this year. We value the positive contributions families bring to our school, as our community is enriched by the diversity of experiences and cultures that everybody brings to ESH. On behalf of all of the staff at ESH, I wish our students an enjoyable and successful year of learning!

3.2 Secondary Management Team

Deputy Director Secondary - Ms Michaela Jung
Assistant Deputy Director Secondary - Ms Floriane Bruna
Observation Cycle Leader (S1) - Ms Rosalijne Krijne
Observation Cycle Leader (S2-S3) - Ms Lyn Harte
Pre-Orientation Cycle Leader - Ms Cheryl Oosterman-Neuhuijs
Orientation Cycle Leader - Dr Caroline Emery
Support Leader - Ms Nicoline Mostert

3.3 Contact information

European School The Hague Secondary
Oostduinlaan 50
2596 JP Den Haag

secondary@eshthehague.nl

Parents' first point of contact should always be their child's Mentor or relevant subject Teacher. Contact details can be found on SMS.

If you are unsatisfied with the handling of an issue, you can raise it with the relevant Cycle Leader:

- **Observation Cycle (S1)** Ms Rosalijne Kryne (r.kryne@eshthehague.nl)
- **Observation Cycle (S2-S3)** Ms Lyn Harte (l.harte@eshthehague.nl)
- **Pre-Orientation Cycle (S4-S5)** Ms Cheryl Oosterman (c.oosterman@eshthehague.nl)
- **Orientation Cycle (S6-S7)** Dr Caroline Emery (c.emery@eshthehague.nl)

If you are still unsatisfied and would like to escalate the issue further, email your concerns to the Secondary Office and they will forward it to the appropriate manager. This should only be done after you have raised the issue with the Subject Teacher, Mentor and Cycle Leader.

General enquiries: Secondary Office - secondary@eshthehague.nl

Absences: sec-absences@eshthehague.nl

Support: support@eshthehague.nl

Student Confidentiality Person: Mr Jasper Fijnvandraat - j.fijnvandraat@eshthehague.nl and Ms Suzanne McHaffie - s.mchaffie@eshthehague.nl

Canteen: canteen@eshthehague.nl

Secondary PTA: pta-secondaryesh@eshthehague.nl

Secondary Participation Council: pcsec@eshthehague.nl

3.4 Policies

All of the policy documents outlined below are stored on the Policies page of the Community Portal

3.4.1 Absence policy

Please read our Unapproved and Lateness policy

3.4.1.1 Absences- Teachers

In the event of teacher absence, ESH has a procedure to ensure the least possible disturbance for the students. This procedure can be reviewed on the Community Portal.

1. Absences planned in advance

- Absent teacher provides cover-work for every teaching period. Cover-work is uploaded to SMS.
- Another teacher covers those lessons (preferably a teacher experienced in the same subject).
- If no teacher is available, students will go to the Learning Hub (refer to 2).

2. Non-planned absences

- Students go to the Learning Hub.
- S1-S3 students stay in the Learning Hub.
- S4-S7 students collect their work from the Learning Hub (within fifteen minutes of the beginning of the lesson).
- The Learning and Innovation Hub Educator can ask any available teacher to provide lesson cover.

3. Long Term Absences

The management team will communicate any changes to staffing with parents as soon as they have relevant information.

3.4.2 Mobile device policy

The schools mobile device policy states that no mobile phones are allowed to be visible or used during the school day. However, it does also state that 'students can look at their timetable on their mobile phone at the end of a lesson or shortly before the start of a lesson'. As we use an online system of webuntis to check timetables, it may be that students need to quickly check their mobile phone for updates or clarity of their timetable. In addition, this also relates to all other devices; laptops should only be used for learning and in class or during self-directed learning, and not to watch movies or play games, unless students are explicitly instructed to do so for educational reasons by their teachers.

3.4.3 Code of behaviour

The ethos of the school promotes the attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the school. The school employs a large variety of methods by which it strives towards a culture where poor behaviour is rare. One of the principal aims of our educational approach is to enable students to understand and take responsibility for their actions and to contribute to their own personal development and that of the school. ESH has high expectations with regards to student conduct and these are set out in the Code of Behaviour, which is given to every secondary student at the start of the school year. This Code of Behaviour is in accordance with the European Schools General Rules (chapter 6, article 40 to 44).

3.4.4 Student Charter

The Student Charter outlines the rules for education at ESH Secondary.

3.4.5 Anti-bullying Protocol

We are dedicated to preventing bullying in our school. Victims of bullying should contact their mentor, the confidentiality person or relevant Cycle Leader, who will immediately investigate the situation. We also regard cyber-bullying as an area of concern. Please note that cyber-bullying is an illegal activity. Parents and students can contact our AntiBullying Coordinator for more information.

3.4.6 Smoking, alcohol and drug abuse

Smoking is not permitted anywhere on or near the school premises. Possession and/or use of alcohol and drugs are strictly forbidden in the school, on the school grounds or during school activities.

3.4.7 PE Policy

The ultimate goal for Physical Education is to encourage students to actively participate in physical activity and live a healthy life. This applies both within school and the beyond into the local community whilst also contributing to society.

3.5 The European Schools Curriculum

Secondary education in the European Schools lasts for a total of seven years divided into three cycles.

- Observation Cycle S1-S3
- Pre-Orientation Cycle S4-S5
- Orientation Cycle S6-S7

A key element of the curriculum across all the cycles is the multilingual teaching and learning that provides students with the opportunity to become fluent in at least three languages.

3.5.1 Mentor hours

All students have designated mentor hours for the class mentor to meet with students to discuss academic and pastoral topics. Each class has one period of mentor hour per week for this.

3.5.2 Materials and teaching resources

The European Curriculum is a rich and diverse curriculum which differs from other national and international curriculums. One consequence is that text books from publishers do not always align with our curriculum. In some subjects and/or languages, books and online resources covering most of the curriculum are available and the school provides them. However for some subjects it is not possible. In these cases, the teachers provide their own study materials to the students.

3.5.3 Residential trips

One of the unique advantages of attending a European School, is the value placed on European cultures. To provide students with rich cultural experiences that complement their studies, some students are required to attend compulsory residential trips:

- The S2 Camp is an opportunity for students spend time away from home and school with their peers and participate in team building activities.
- S4 students will have the opportunity to immerse themselves in the cultural environment of their Language 2, by attending a trip for 5 days and 4 nights in the country of their Language 2.
- The S6 Cultural trip is a city trip of four nights and five days. The aim of the trip is to introduce the students to an enriching cultural experience within Europe.

3.5.4 Observation Cycle S1, S2 and S3

Students follow a broad academic curriculum of Language 1 (mother tongue), Language 2 (first foreign language), Language 3, Mathematics, Integrated Science, Human Science and Ethics. Art, Music and Physical Education, Human Science and Ethics are taught in Language 1 in S1 and S2 and in Language 2 from S3 onwards. ICT is also a compulsory part of the curriculum in S1 and S2, and is optional in S3 if they have Latin as an option. Latin is offered as an option from S2 onwards. If Latin is chosen, it needs to be taken until the end of the cycle of S3. If you study Latin you do not have ICT in S3.

Number of periods per week S1 to S3			
Subject and optional courses	S1	S2	S3
Language 1	5	5	4
Mathematics	4	4	4
Language 2	5	4	4
Language 3	2	3	3
Physical Education	3	3	3
Ethics	2	2	2
Human Science	3	3	3
Integrated Science	4	4	4
Latin		2	2
Art	2	2	2
Music	2	2	2
ICT	1	1	2
Mentor Lesson	1	1	1
Total	34	34/36	34

3.5.5 Pre-Orientation Cycle S4 and S5

Students continue to follow a broad curriculum during these two years, which includes a number of compulsory subjects. They must take Mathematics and Languages 1 and 3. Integrated Science is split into Biology, Chemistry and Physics and is studied in Language 1. Human Science is split into History and Geography and is taught in Language 2, as is Ethics. In addition, optional subjects complement the students' timetables, for example, Language 4, Economics, Latin, Art, Music and ICT. Students can also choose Advanced Maths (6 periods a week) or Ordinary Maths (4 periods a week). Any combination of the optional subjects can be added to core subjects to make the number of periods weekly to a minimum of 33 and a maximum of 35. Please note that the option courses running per year depends on student uptake and not all optional courses are guaranteed to run.

Optional subjects S4-S5		Number of periods per week S4 and S5		
Option Subjects	Periods per week	Compulsory Subjects	Ordinary Maths	Strong Maths
L4 Spanish	4	Language 1	4	4
L4 German	4	Language 2	3	3
L4 English	4	Language 3	3	3
L4 French	4	Physical Education	2	2
L4 Dutch	4	Ethics in L2	1	1
Latin	4	Geography in L2	2	2
Economics in NL/EN	4	History in L2	2	2
ICT	2	Biology	2	2
Music	2	Physics	2	2
Art	2	Chemistry	2	2
Mentor Lesson	1	Mathematics	4	6
		Mentor Lesson	1	1
Total	34-36	Total	28	30

3.5.6 Orientation Cycle S6 and S7

The secondary school course culminates in the European Baccalaureate at the end of Year 7. The certificate awarded is officially recognised by treaty in all the countries of the European Union, and many other countries. Those awarded the certificate have the same rights and benefits as other holders of school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to universities or institutions of higher education in the European Union. The Baccalaureate examination assesses performance in the subjects taught in years 6 and 7. To qualify for admission students must have spent both years in a school offering the European Baccalaureate programme. These two years lead to the European Baccalaureate. Students must study at least ten subjects. There is a core of compulsory subjects which include Language 1 (mother tongue/dominant language), Language 2 (first foreign language), Mathematics, History, Geography, Philosophy, Ethics and Sport. In addition, if no science subject is taken as an elective subject, students must also take a course of two lessons per week in Biology. Students must take a minimum of two elective subjects of four lessons per week and may take as many as four. These subjects include each of the separate Sciences, Humanities subjects, Art, Music, Philosophy and Languages 3 and 4. Mathematics can be taken as a 3-lesson or 5-lesson per week course. Three-lesson per week advanced level elective subjects can be taken in Mathematics, Language 1 and Language 2 which are additional to the compulsory courses in these subjects. Students may also choose two lessons per week complementary subjects such as practical Science courses, introductory Economics, Art, Music, Theatre. The following table summarises the choices available for students: certain optional and complementary courses cannot be guaranteed to run every year, viable courses are dependent on the number of students selecting the course.

Compulsory subjects		Optional courses (elective subjects)		Compl. Courses
Column 1	Column 2	Column 3	Column 4	Column 5
Language 1 4P	History 2P	Art 4P	Advanced L1 3P	Art 2P
Language 2 3P	Geography 2P	Music 4P	Advanced L2 3P	Economics 2P
Maths 3 3P	Philosophy 2P	Biology 4P	Advanced Maths 3P	ICT 2P
or Maths 5 5P	Biology 2P	Chemistry 4P		Lab Science 2P
Ethics 1P	Total 2-8P	Physics 4P	(Advanced Maths	Music 2P
Sport 2P		Geography 4P	only if Maths 5 is	Advanced sport 2P
Total 13-15P		History 4P	chosen in column 1)	Language 5 2P
		Philosophy 4P		
		Economics 4P		
		Latin 4P		
		Language 3 4P		
		Language 4 4P		
(These courses are compulsory unless they are chosen in column 3. Biology 2P is compulsory unless Biology, Chemistry or Physics is chosen in column 3.)				(Art2, Music2 and Eco2 are excluded if chosen in column 3. L5 New language)

3.5.7 Careers Counsellor

Students can contact our Careers Counsellor, Mrs Saskia van Heeswijk, for advice regarding their post-Baccalaureate study choices. Students will also be guided in this process by their mentors

3.6 Language Learning

3.6.1 Curriculum

The syllabi in all the language sections of the European Schools, including those at the ESH, are – with the exception of mother tongue tuition – standardised. All programmes of study in the different sections lead to the same examination: the European Baccalaureate. Syllabi can be downloaded from the European Schools website www.eurisc.eu under European Schools/ Studies and certificates.

3.6.2 Language section and L1

Our Secondary school currently has three language sections (English, French, Dutch and German for S1 students starting school year 2020-2021). All students are placed in the language section of their mother tongue or dominant language (Language I). Students with a first language, which is not yet offered at the school or students without a language section (these students are called SWALS) are placed in the English, Dutch, French or German (for S1 students) language sections. If necessary, learning support is provided for SWALS students to bring them up to standard in their section language. The Secondary school offers German, Italian, Spanish, Slovenian, Polish, Finnish, Portuguese, Croatian, Romanian and Greek mother tongue (L1) education in addition to English, French and Dutch.

3.6.3 L2

From the first year of Primary until the Baccalaureate students must study a first foreign language (L2 or 'vehicular' language: French, English or German). From S3, Human Science and Ethics are taught through this vehicular language (i.e. English, French or German) and in S4-7 the compulsory subjects History and Geography are also taught in the vehicular language.

The Economics option, which may be taken from S4, will also be taught in the L2 of the student. As the L2 is not just studied as a language, but is also the language of instruction for some subjects, our students become very competent and comfortable in this language which is an asset in today's multilingual world, students can reach C1 level by the end of S7.

3.6.4 L3 and L4

From S1, all students learn a second foreign language (L3), to be chosen from the following languages: Dutch, English, French, German, Spanish and Italian (subject to a minimum class size of 7). From S2, students have the opportunity to study Latin. From S4, students have the opportunity to study a third foreign language (L4), to be chosen from amongst the following languages: English, Dutch, French, German, Italian, and Spanish.

3.6.5 Dutch language lessons

In S1 to S3, Dutch foreign language lessons are offered as an optional L3 to the students not enrolled in the Dutch language section. These lessons are not compulsory. Dutch is offered as optional L3 or L4 in the subsequent years in Secondary to the students who do not attend the Dutch language section. SWALS students in the Dutch language section will be obliged to take lessons in Dutch as their L3. From the first year of Primary until the Baccalaureate students must study a first foreign language (L2 or 'vehicular' language: French, English or German).

3.7 Assessment and reporting

3.7.1 Observation Cycle S1, S2 and S3

Assessment is both summative and formative. From S1 to S3 continuous assessment plays a bigger role with regular homework and in-class tests. These grades are carefully recorded and help to form the basis of the grades given in the reports received by parents four times a year. From 2018-2019 we begun implementing the European Schools' new marking scheme, which means that in S1-S3 the grades will be between A – Fx and the passing grade is E.

3.7.2 Pre-Orientation Cycle S4 and S5

In S4 onwards, students have regular formal assessments four times a year. Assessment includes A-marks (based on continuous assessment, consistent with assessment in S1, S2 and S3) and on B-marks. The B-marks are the result of a test that lasts 45 minutes. These B-tests are formally scheduled by the school in all subjects twice every semester over a period of two weeks. The tests themselves are written and marked by the subject teachers. Option subject B-tests always take place during regular class time, for the compulsory subjects this is true twice a year. During the end-of semester B-test weeks, compulsory subject B-tests are organised in exam-circumstances in order for the students to get used to exam conditions. A timetable of the B-tests is distributed before the tests themselves so that students have the opportunity to organise a revision schedule. The average of these grades per subject is called the B-mark and along with the A-mark they are used to determine whether the student has achieved passing grades across the year. At the end of the year students in S4 & S5 also have a C-mark which is the overall mark for the year, taking all A and B marks into consideration (please note this is not an average mark). In S5 formalised written examinations are held in December and June. The examinations are held in the exam hall. These form a B-mark at the end of each semester. The A-mark is formed by continuous assessment of classwork, homework and participation in the lesson. From 2018-2019 we begun implementing the European Schools new marking scheme, which means that in S4-S5 the grades will be between 10 and 0 and the passing grade is 5.

3.7.3 Orientation Cycle S6 and S7

Following the timeline of the European Schools' Bureau, the New Marking Scheme has been fully implemented this academic year for S6-S7. Students and parents will be informed accordingly. For S7, The grading system for individual subjects uses a 0 to 10 scale with 5.0 as a pass mark (From 2021). When a candidate is awarded the European Baccalaureate, the overall mark is expressed as a percentage and 50% is a pass. The calculation of this final mark is complex. There are three main components that contribute to the overall mark but for each subject, there are varying assessments. The relative contributions to the European Baccalaureate are:

Preliminary Mark 50%

This is composed of coursework assessment by teachers in each subject and in internal examinations (Pre-Baccalaureate) set and marked by teachers in each subject. The examinations make up slightly more than half of the preliminary mark. Most of the Pre-Baccalaureate examinations are taken in January of the final year.

Written Examinations 35%

Candidates take five written examinations which must include Language 1, Language 2, Mathematics and in addition two of the 4-period elective subjects. These examinations are set in each subject by a panel of experts using questions submitted by teachers from the European schools. Marking is carried out both internally by the subject teacher and externally by an independent examiner. The final mark is an average of the internal and external grades.

Oral Examinations 15%

Candidates take three subjects as oral examinations. Two of these are compulsory: Language 1, Language 2, or History/ Geography in the L2 while the third oral can be chosen from a range of subjects including 4 period elective options not already taken as a written examination. If the student has studied Advanced Mathematics then the third oral must be Advanced Mathematics.

3.7.4 Academic Reports

The school year is divided into 2 semesters and four written reports are issued each school year. The mid-semester reports (November and March) are used to monitor concerns and inform parents and students of any potential risk of failing the year. The end of semester reports (January and July) are used together with Class Council feedback to decide on promotion and contain comments and grades.

3.8 Student Promotion

Students need to be able to perform well across a wide range of academic subjects to obtain a positive overall score. Students who have achieved sufficient marks in each of the promotion subjects will automatically be promoted to the year above, without the need for deliberation.

If students have received a mark below the pass grade of less than the pass grade across three or more subjects then they are at risk of failing the year. The situation of students who are not promoted automatically will be subject to special scrutiny. On the basis of all the information available to them, the Class Council and the management will decide whether or not to promote the student to the year above. Please also see the Procedure of Final Class Council document on the Community Portal of the website

3.9 Beyond The Curriculum

3.9.1 Extracurricular Activities

Under the supervision of external partners and staff, ESH provides a range of extracurricular activities, including performing arts, sports and science activities. The program overview is available for review on the Community Portal, and provides instructions on how to sign up to each activity. The program coordinator for the Extracurricular Activities is Ms Arline Martens.

3.9.2 Trips, exchanges, excursions and events

Trips

Throughout the year ESH organises many trips and excursions that support the curriculum. Several trips have a strong European focus, as the students are immersed in the cultures of other European countries. Alongside these trips, the school also organises long-term student exchanges of 8 weeks or 4 months in collaboration with other European Schools for students in S4 and S5. Students have an opportunity to attend another European School and live with a host family.

Work experience

A Work Experience Programme is also in place for students in S5. All S5 students spend two weeks towards the end of the academic year doing an internship in a company of their choice. This internship can take place in the Netherlands, but every year, students also do their work experience abroad. More detailed information about Work Experience is provided via an information evening for S5 parents and students in January. Guidance in CV-writing and help with the search for an internship placement is done by the S5 mentors in close cooperation with the Cycle Leader.

Events

During the course of the year students also have the chance to work on cross-curricular projects. Different subjects work together on a topic in a joint project, offering the students a valuable opportunity to look beyond the boundaries of the individual subjects and see what connects them. Students also have the chance to participate in various projects with other organisations, such as:

- The Youth Conference in partnership with Museon: This is an opportunity for some of our S4/5 students to get involved in public speaking, many for the first time, and is supported by the United Nations.
- Science Symposium in partnership with other European Schools: This conference includes a students' Science Project Presentation.
- Eurosport: An international sports competition where students of various European Schools compete against another in a variety of sports.
- Math&Jeans
- Lego Club which is a member of the First Lego League and participates in its annual competition every November
- United Nation Models: students take part in different United Nation Models
- Model European Parliament

3.10 Student leadership

3.10.1 Student Council

At the beginning of the school year, students elect two class representatives per class (1 class rep and 1 vice rep who attends student council meetings in place of the class rep if they are absent). All student class representatives meet during the student council which happens regularly throughout the year.

3.10.2 Students Representatives

Every two years, students have to elect every new students representatives. These students lead the student council meetings and also speak on behalf of the student body to management during regular meetings and during the Secondary Participation Council meetings.

Student representatives play an important role in our school community, they have a role of voting for, approving of and advising on new policies and school development in the SPC meetings.

SUPPORT



4. Support

4.1. Differentiated teaching

Differentiation forms the basis of all good and effective teaching. Differentiation is the responsibility of every teacher working in the school and should take place in the classroom; it is designed to meet the needs of all students. Teachers use a variety of teaching styles in their lessons in order to meet the needs of individual pupils. Where differentiation in the classroom is not sufficient the school provides a range of support structures. Support is flexible and varies as pupils develop and their needs change. ESH has a dedicated Support Team consisting of specialists in both educational and social emotional development. Together with the teaching staff they strive to meet the more specific needs of students. For example:

- students studying in a language section which does not correspond to their mother tongue.
- students arriving late in the system who may have followed a different programme of study and may therefore have gaps in their knowledge or skills.
- students with a mild learning difficulty.
- students with a diagnosed special educational need.
- gifted and talented students

In some cases it is necessary to provide additional support, above and beyond the normal classroom differentiation. The support policy at ESH follows the European Schools' regulations and the Dutch legislation concerning 'Passend Onderwijs' (suitable education).

Our Primary school is a participating member in the support network Stichting Passend Primair Onderwijs Haaglanden (SPPOH). Through this network we are connected with all Primary schools in the area. An SPPOH school advisor 'can be consulted by' the school to help staff adapt their approach and bring in external expertise or funding where needed. A school social worker visits the school weekly as a bridge between school and the care system of The Hague, reaching out to families who might benefit from any kind of offer within the municipality.

Our Secondary school is a participating member in the support network 'Samenwerkingsverband Zuid-Holland West' (SWVZHW). Through this network we are connected with all Secondary schools in the area.

In some cases, it is necessary to provide additional support, over and above the normal classroom differentiation. At ESH we approach support in the following way:

- general support
- moderate support
- intensive support
- special arrangements

4.2 Support Provision

General Support

Students may have trouble in a particular aspect of a subject, may need to 'catch up' due to late arrival in school or illness or working in their non-mother tongue. Students may need additional help with acquiring effective learning strategies or study skills. Such support should preferably be given in or outside the classroom, to small groups and is short term. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the students concerned. General support is planned and specific targets are set, including criteria for success and the information is included into the appropriate planning document.

Moderate Support

Moderate Support is an extension of General Support and is provided for students with a mild learning difficulty or in need of more targeted support. This could be appropriate for students who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support and each student has an individual plan. The plan includes specific learning objectives and criteria for evaluating student's progress and the success of the support. A student receiving Moderate Support is usually following the standard curriculum and assessed according to the given criteria and learning objectives for his or her class.

Intensive Support

Intensive Support is given following an expert's assessment of the student's special individual needs. Intensive Support can be provided for students with special educational needs: learning, emotional, behavioural or physical needs. Support can be given in order to help the students develop his or her competences, subject knowledge, skills and attitudes. European Schools do not offer fully inclusive education. This means there may be occasions where despite the school's best efforts continuing education in the European School is not in the best interest of the child. This may become apparent either before admission or during the child's school career. The school has to be able to make appropriate provision for student's pedagogical and social integration. If this is not the case, the school follows the procedure as outlined by both SPPOH and SWVZHW.

Special Arrangements (Secondary)

For certain diagnosed learning difficulties, there are special arrangements available and allowed by the board of inspectors for students within our school. For example, this includes students who have dyslexia, autism or dyscalculia. An overview of these arrangements is listed in the Support Plan, available on our school website. For Primary external expertise or funding can be applied for through SPPOH, based on the needs of the students.

4.3 Primary Support

4.3.1 Support Profile

As a part of the support network Stichting Passend Primair Onderwijs Haaglanden (SPPOH), the Primary school at ESH is classified as a regular primary school. Each primary school in the Netherlands has to describe their specific approach towards support in a Support Profile. This document lists what types of support the school can provide, what additional arrangements are available and where the school has its limitations. Within the Netherlands there are a number of Special Schools (SBO's and SO's) catering towards very specific needs in the case ESH encounters its limitations. The Support Profile is available on our school website.

4.3.2 Speech and Language Therapy

Speech and language therapy, occupational therapy, physiotherapy, counselling and psychotherapy are not offered by the school, as in the Dutch system, these are considered as medical interventions. Parents should consult their family doctors for a referral to the appropriate outside agencies.

ESH collaborates with a pool of International Speech and Language Therapists that are based in The Hague. Please contact the Support Team for more information about Speech and Language Therapy.

4.4 Secondary Support

4.4.1 Support Profile

As a part of the support network SWVZHW, the Secondary cycle at ESH is classed as a regular school. Within the Netherlands there are a number of Special Secondary Schools (SVO's) catering towards very specific needs. As a regular pre-University school, there are limitations to the provisions we can offer. In certain cases, the student is referred to a school where their needs can be met more adequately. More details are available in the Support Profile, available on our website.

4.4.1 Social Emotional Support

In Secondary school each class has a mentor who is the first point of contact for the students and their parents. The school has appointed a school counsellor and a school psychologist who are available for students and parents to talk to confidentially about issues that concern them. They can work together with the external school social worker from Schoolformaat and additional methods of counselling can be provided if needed.

4.5 Homework Support

Lyceo is an external agency that offers homework support Monday through Thursday after school hours at the European School The Hague. Tutors will help students plan and do their homework and develop the necessary study skills for their future educational career. Homework Support comes as an additional cost for the parents. Lyceo is also able to organise specific workshop for students like: examination training and learning to learn. Marlies van der Sluijs is the Lyceo coordinator located at the European School.

4.6 Centre for Youth and Families

The Centre for Youth and Families (Centrum Jeugd en Gezin) monitors children's development, maintains preventative health care and stimulates a healthy lifestyle together with their parents. This programme is administered by The Hague's Public Health Department (GGD). In the Netherlands children are offered the State Vaccination Programme (RIVM). The school doctors and nurses of the CJG take care of these vaccinations. Children receive an invitation for the vaccination in the year of their 9th birthday. Girls will also receive an invitation for a vaccination against cervical cancer in their 13th year. The CJG uses contact information from our student registration database. If you object to this you can notify the school. The CJG will contact you by telephone if you do not participate in the appointment and if they cannot reach you by phone they will contact the school to ask about the child, unless you object to this. As a standard, the school nurse visits the S3 year group annually to see all the students for a general check up. ESH is able to consult with the CJG on any medical or wellbeing question, as they are part of our external network.

4.7 Video Coaching

Some of our support coordinators are trained and licensed as school video coaches. This means that at times they can use video recordings of lessons to reflect on teacher and student behaviour as part of a coaching intervention. These videos are never stored by the school. They are made anonymous and used in small internal discussions (the video will only ever focus on details with people who have approved the usage of video). After these discussions these videos are deleted. If pupils are going to be videoed for training purposes their permission will be sought.