

INTERNATIONAL CLASSES

Growing through languages, learning within one shared framework

Presentation meeting to families

7th October 2026 – 5.30pm



ÉTABLISSEMENT
EN GESTION DIRECTE



C'est ça The Lycée

I. CONTEXT

II. THE PROJECT

Objectives, Description, Organisation

III. APPLICATION AND TRANSFERS

IV. QUESTIONS AND ANSWERS

I. CONTEXT

End of partnerships between the LFCG and local schools (BWA for Wix, Holy Cross for Marie d'Orliac)

The end of a cycle

The context in which these partnerships were established has changed. The LFCG now needs to renew its educational provision.

An institutional necessity

The LFCG is a school directly managed by the AEFE. As such, it is required to comply with the guidelines, circulars and decrees issued by the AEFE and the Ministries

August 2025 decree

Relating to the school's accreditation, renewed every five to six years provided that the school continues to meet the required accreditation criteria

What needs to change

Teaching content, pupils' language learning pathways, pupil progress monitoring and assessments, teachers' career development and professional training, school calendar...

I. CONTEXT

Children's learning pace

Drawing on current research into language learning to optimise how exposure to different languages is alternated over time.

Improve coordination

Ensuring that teaching pairs do more than simply share a class, but work closely together for the benefit of our pupils.

Families' expectations

Responding to a clear reality: in the London context, an international educational offer is the best way to meet the changing needs of our community.

Academic excellence and wellbeing

Combining high academic standards with a supportive learning environment in which every pupil can thrive, grow in confidence and reach their full potential

This new educational offer responds to a changing context, institutional requirements and families' expectations. It draws on current research into language learning, promotes closer collaboration between teachers, and strengthens pupils' learning and language pathways. In London's international environment, it aims to provide a coherent, ambitious and forward-looking education while fully meeting AEFÉ accreditation requirements.

II. THE PROJECT

A truly international French education

2

Teaching languages

French and English are the languages of learning throughout the week.

2

Lead teachers

A French-English teaching pair works together to develop a shared learning pathway for the class, supporting pupils' progress across the curriculum.

1

Third language

A gradual introduction, from early exposure in Maternelle to increasingly structured language teaching.

The goal remains the same : to ensure mastery of the French curriculum, place a strong emphasis on learning English in line with DfE recommendations, and prepare every pupil to thrive confidently in a multilingual environment.

II. THE PROJECT

26 hours to balance learning

Teaching time is shared between French, English and a third language, according to pupils' age.

Year Groups	French	English	MFL
PS et MS / Nursery and reception	13 h	13 h	Dont 1 h en co-intervention co-teaching
GS, CP et CE1 / Y1, Y2 and Y3	12 h 30	12 h 30	1 h
CE2 / Y4	12 h 15	12 h 15	1 h 30
CM1 and CM2 / Y5 and Y6	12 h	12 h	2 h

French and English each account for at least 12 hours of teaching per week.

II. THE PROJECT

A pace suited to every age (*possible organisations of school time*)

MATERNELLE / NURSERY TO Y1

Half Day Rotation

Short, regular learning periods designed around young children's emotional needs and attention spans.

	Lundi	Mardi	Mercredi	Jeudi	Vendredi
Matin	Enseignement en Anglais	Enseignement en Français		Enseignement en Anglais	Enseignement en Français
AM	Enseignement en Français	Enseignement en Anglais		Enseignement en Français	Enseignement en Anglais

This approach will be continuously evaluated and may be adjusted over time.

ÉLÉMENTAIRE / Y2 TO Y6

Full Day Rotation

Longer periods of immersion to deepen learning

Lundi	Mardi	Mercredi	Jeudi	Vendredi
Enseignement en Anglais	Enseignement en Français		Enseignement en Anglais	Enseignement en Français

Wednesdays may be used to support differentiated learning and targeted needs-based groups, or to alternate teaching provision from one week to the next.

II. THE PROJECT

French and English are the core languages of learning

Multilingualism enriches learning without compromising expectations in either language.

- 1 12h minimum** of teaching in French and in English per week.
- 2 Reading and Writing** monitored against the expectations of the French and English curricula, adapted to pupils' learning pace and the multilingual learning environment.
- 3 French National Assessments** within the French educational framework
- 4 Cross-linguistic transfer** explicitly taught to support deeper understanding and more effective communication

Teachers bring together their observations to develop a shared understanding of each pupil's progress. Dedicated collaborative planning time ensures consistency and coherence across the different learning periods.

II. THE PROJECT

The third language grows with the child

A deliberately gradual progression: first fostering cultural curiosity, then moving towards structured language learning.

**PS à MS / Nursery to
Reception**

1 h

Songs, stories and games
Cultural awareness

GS à CE1 / Y1 to Y3

1 h

Introduction to spoken
language
Beginning of structured
language learning

CE2 / Y4

1 h 30

Consolidation and further
development

CM1 à CM2 / Y5 to Y6

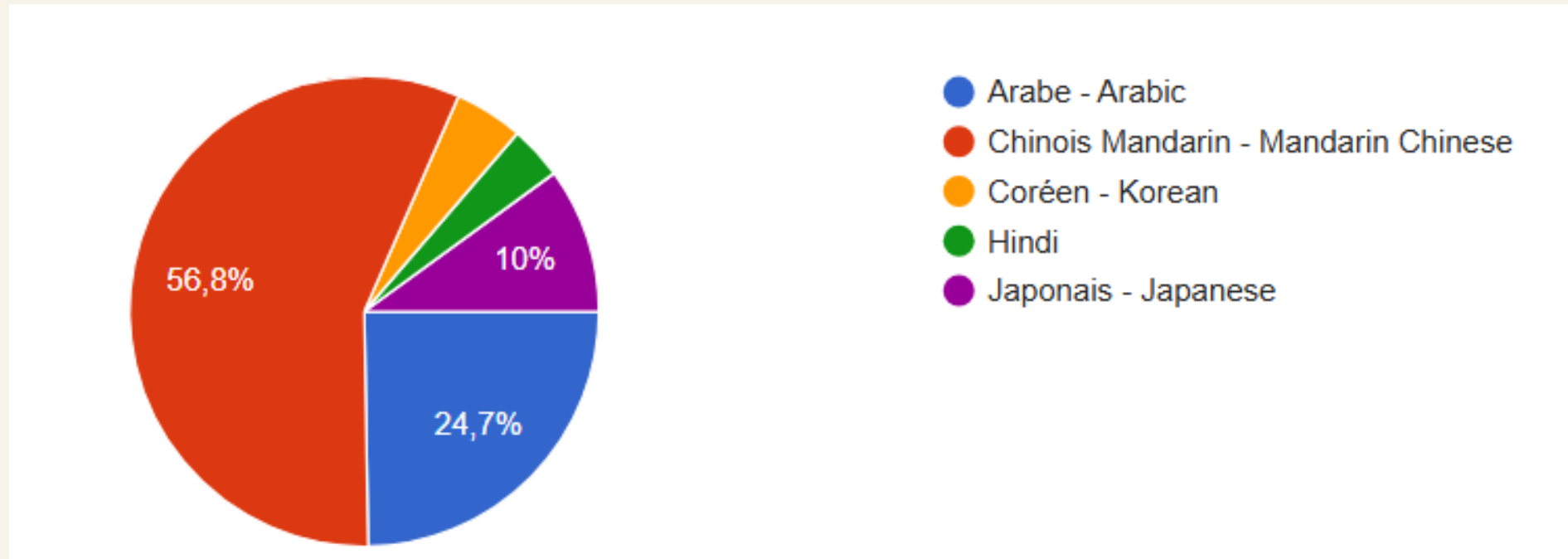
2 h

Structured learning, further
development and consolidation

II. THE PROJECT

The third language : a choice given to families

A survey was conducted among families to gather their preferences regarding the choice of this third language. The LFCG has chosen to focus on an Asian language, with the aim of further broadening pupils' linguistic and cultural horizons.



II. THE PROJECT

A teaching team sharing responsibility for the class

FRENCH / ENGLISH TEACHERS PAIR

A French teacher and an English teacher

- Jointly developed learning progressions
- Coordination
- Shared perspectives on pupils' needs
- Project involving both languages

AROUND THE CLASS

- A dedicated P.E. teacher from Petite Section to CM2
- A dedicated Mandarin teacher from Petite Section to CM2
- Dedicated time for teachers to plan together, discuss pupils' progress and develop cross-curricular projects.
- AEFE and in-house LFCG training to support all staff.

The aim: a consistent learning experience for every pupil, regardless of the language of instruction on any given day.

II. THE PROJECT

Physical Education: 2 hours every week

- A regular, progressive P.E. programme that contributes fully to pupils' learning, wellbeing and personal development.
- A structured weekly programme led by a dedicated P.E. teacher, from Petite Section to CM2.

2 HOURS PER WEEK

Two hours of Physical Education each week, integrated into the 26-hour timetable.

A DEDICATED P.E. TEACHER

A dedicated teacher ensures continuity, progression and consistent expectations across year groups.

LEARNING BEYOND LANGUAGES

Physical Education develops health, motor skills, teamwork, cooperation, confidence and enjoyment of physical activity.

II. THE PROJECT

Learning languages, experiencing cultures

The programme combines the French curriculum with the British educational and cultural context.

Physical Education

Health, focus, cooperation and self-confidence. A dedicated PE teacher works with pupils from Petite Section onwards.

British culture

PSHE, history, geography, science and mathematics incorporate elements from the curriculum and context of the host country.

Wellbeing and Safeguarding

Wellbeing and safeguarding are embedded in everyday school life, helping to create a safe, supportive environment in which every pupil can learn, grow and thrive.

The diversity of languages, cultures and backgrounds within our school community becomes a valuable resource for learning.

II. THE PROJECT

A gradual and carefully evaluated rollout

The project will be implemented in stages, with dedicated opportunities for review, consultation and adjustment..

September 2027

Wix and Marie d'Orliac

All classes in « parité horaire » switch to Classes Internationales
No more Nursery and Reception classes in Anglais Renforcé. Classes Internationales only.

Malraux and South Kensington

No changes planned

September 2028

Wix and Marie d'Orliac

No more Grande Section (Y1) classes in Anglais Renforcé. Classes Internationales only.

Malraux and South Kensington

To be defined

September 2029

Wix and Marie d'Orliac

No more CP (Y2) classes in Anglais Renforcé. Classes Internationales only.

Malraux and South Kensington

To be defined

What will be reviewed and assessed

Mastery of French/English languages • Pupils' needs and support
Quality/Quantity of coordination between teachers • Families and teachers feedback

III. APPLICATIONS AND TRANSFERS

If you want to apply for Anglais Renforcé or Classe Internationale in Sept. 2027

You will be able to choose between Anglais Renforcé and Classe Internationale

**Application Platform
From 8th October 2026**

- **S.K. and A.M. :** - only A.R. for all the Year Groups
- **MdO :** - A.R. from GS to CM2
 - C.I. from PS to CM2
- **Wix :** - A.R. from GS to CM2
 - C.I. from MS to CM2

Transfers (MdO and Wix)

Process :

- 1- Nov. 2026 : Transfer form to request, fill and send to the school
- 2- Dec. 2026 : Pedagogical advice from French and English Teachers
- 3- Jan. 2027 : Definition of the pedagogical structures, according to the transfers and first admissions
- 4- Feb 2027 : Confirmation of acceptance of the transfers

A multilingual learning journey, an international outlook

- A clear and academically rigorous framework
- Balanced immersion in French and English
- A third language introduced progressively
- A programme adapted to pupils' actual needs

**Your questions are
part of this process**

Q and A between
parents and presentators

Merci
C'est ça The Lycée