



## *Ecole de Messidor*

### SCHOOL PLAN

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The Decree of the French Community of 24 July 1997 on the Priority Missions of Education defines the following objectives for schools:

- To promote the self-confidence and personal development of each pupil;
- To help all pupils to appropriate knowledge and acquire skills that will equip them for lifelong learning and for taking an active part in economic, social and cultural life;
- To prepare all pupils to be responsible citizens, able to contribute to the development of a democratic, united, pluralistic society open to other cultures;
- To provide all pupils with equal opportunities for social emancipation.

The Decree also stipulates that teaching is structured in cycles which constitute a pedagogical continuum within which each pupil can progress at his/her own pace.

In this new context, it is important that the quality of teaching is maintained.

Ecole de Messidor is a public school within the official municipal subsidised education system and is open to all. It is located at 161 Avenue de Messidor, 1180 Brussels.

Its purpose is to impart to the children entrusted to it a fundamental, solid, thorough, accurate and stable intellectual foundation around which all future teaching of all kinds will revolve.

Ecole de Messidor will be responsible for teaching, i.e. communicating to the next generation an ensemble of knowledge and moral values essential for the “construction” of responsible citizens.

Ecole de Messidor will also have the task, in collaboration with the families, of educating.

It will ensure that all the children develop all their capacities – physical, intellectual and moral.

The pedagogy of Ecole de Messidor aims to be built on meaningfulness, in other words:

- centred on learning: the pupil will receive instruction but will also take an active role in his/her own learning. The school and the teachers will be attentive to promoting the autonomy of pupils. Pupils will be involved in research and will be prompted to take the initiative and assume responsibilities. Pupils will make use of “what they already know”, they will encounter others, and they will have occasion to evaluate themselves.

It also aims to be built on cooperation and sharing, in other words:

- based on collective and individual working behaviour that promotes solidarity, taking responsibility, communication and self-reliance
- supported by real democratic practices (including the Pupils’ Council), respecting clear rules for living, most often devised together, coherent, known to all and shared, with absolute respect for the other person in full reciprocity.

It also aims to be respectful of differences, in other words:

- it recognises the diversity of the groups and the uniqueness of each pupil by allowing the individual to realise his/her potential in developing the skills that are his/her own (differentiation, supporting of pupils in difficulty, acceptance of different rhythms in the development of each individual)
- it will vary the types of learning situations: collective, individualised, interactive.

The methods for this pedagogy are implemented by an educational team that is dynamic, motivated, constantly searching, aware of its own diversity and keen to use the qualities of each of its members, and ready to break with rigidity in relation to the class and the use of the time, space and programmes.

- The teachers and the Principal will present themselves as resource persons who generate projects that create an environment packed with challenges; who will organise learning situations; and who will promote the structuring of knowledge.
- They will strongly promote creativity,
- They will build cohesion in leading a team effort (consultation, dual class-teacher system, etc.),
- They will decompartmentalise subjects by employing an interdisciplinary approach,
- They will conduct formative assessments to regulate learning,
- They will conduct summative evaluations to ensure the quality of the results of their teaching,
- They will undertake continuing professional development, primarily through ongoing training programmes.

**However, the educational team believes that high-quality teaching will not be possible without a minimum of strict moral values supported by the family structure: respect for the school as an institution, listening, good manners, tolerance, politeness, a sense of effort and of a job well done, the ability to interact, and the categorical rejection of all violence, whether verbal or physical.**

**In close cooperation with you, the Parents, we want your child to be able to develop his/her personality at our school, and to acquire autonomy and the responsible exercise of freedom. We want your child to play an active part in social life, conscious of Justice and Peace. The foundation we provide will help your child later in structuring his/her own development and progressively identifying his/her personal life profile.**

## **No violent behaviour of any kind will be tolerated in our school.**

All the children will also understand that they are each responsible for their own education.

We also ask you to consult the Study Regulations approved by the Municipal College in August 2012.

Today's children are tomorrow's adults. The educational team is fully aware of its responsibility.

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As a public school, Ecole de Messidor intends to defend its neutrality. It therefore strictly prohibits the visible wearing within the confines of its premises of any religious insignia whatsoever by children, teachers or other persons attached to the school.

This School Plan sets out the concrete actions that Ecole de Messidor intends to implement in order to accomplish the Educational Plan and the Pedagogical Plan of the Municipality of Uccle. It takes into account both the cultural and the social characteristics of the pupils, but has the ambitious goal of bringing to all the knowledge and skills induced by the municipal education curriculum of Uccle.

It enumerates successively the educational and pedagogical attitudes by means of which the school will help the child to develop intellectually, culturally, physically, socially, emotionally, morally, and also in relation to the environment and ecology.

### ***1. The school will help the child to develop intellectually.***

Being instructed, competent and curious, organising his/her work in an orderly and methodical manner, being able to reason rigorously and scientifically, to create and to invent are essential intellectual dispositions to develop as from the start in Pre-primary school.

Ecole de Messidor is also particularly attentive when it comes to harmonising the transition between the Pre-primary and Primary sections.

A sponsorship system involving various shared activities has been established:

- Each child in 3rd Pre-primary is "sponsored" by a pupil from 5th Primary, who joins in with various activities (story time etc.) throughout the year. This arrangement continues the following year; the "sponsor" pupil, now in 6th Primary, supporting the child's progression through the 1st Primary year.
- Pupils from the upper level also teach the Pre-primary children the basics of recycling the waste generated in the school.
- The pupils in 3rd Pre-primary meet their future 1st Primary teacher during many activities in the months of May and June.

Moreover, as from 1 September 2017, the two classes of 3rd Pre-primary moving on to 1st Primary have been divided into 3 classes in P1.

The groups/classes are thus much smaller.

Our goal is to harmonise the passage from 3rd Pre-primary to 1st Primary, to allow these children to approach primary education in a much more serene way.

Fewer pupils per class means:

- much more attention from the teacher for each child,
- group work in an efficient working environment,
- a period of psychomotricity each week in addition to gymnastics and swimming,
- workshops (mathematical manipulatives, fine psychomotor skills, language and games) one afternoon a week.

The school will ensure that the subjects taught are understood and retained, reproduced, utilised and expanded. It will require the pupils to work consistently and will encourage them to always give of their best. Formative assessments (of day-to-day work) will take place throughout the school year, and summative evaluations will take place twice a year (in January for years P3–P6 and in June for years P1–P6).

- Formative/diagnostic assessments clarify "where everyone is", and make it possible to judge the degree of acquisition of a subject or skill in order to make adjustments or correct difficulties. This type of evaluation is done on a daily basis.
- Summative evaluations allow the acquisition of a subject to be quantified when the teacher believes it has been mastered by a large part of the class group. These are our assessments in January and June and the regular subject reviews.
- Assessments result in certification in P2 and P6 (at the end of the cycles).
- Assessments stipulated by the Fédération Wallonie-Bruxelles in P3 and P5 will be carried out at the beginning of the year. These will cover mathematics, French or science and history. They are not certificated, but will serve as indicators for the teachers.

Reports in the Primary school present in numerical form the results obtained in the very frequent assessments and appraisals.

They are designed to enable action to be taken as rapidly as possible by the teachers, but also by the parents and children, on any given specific point which could potentially be a problem.

Ecole de Messidor is strongly committed to the rigour of learning.

- All the teachers follow the detailed curriculum ("Programme des Etudes"), issued by the Municipality of Uccle and recognised by the Fédération Wallonie-Bruxelles, and also the programmes issued by the Conseil de l'Enseignement des Communes et des Provinces (see, here on our school website: "Présentation" / "Projets" / "Dans nos classes maternelles" and "Dans nos classes primaires").
- Ecole de Messidor will teach synthesising,
- seeking,
- studying,
- to permit the child to establish connections between his/her different areas of learning,
- to self-evaluate,
- to organise his/her work.

A twice-yearly report will present the child's general development in the 3rd pre-primary year.

Repeating a year in 3rd Pre-primary is no longer the practice of Ecole de Messidor. Exceptional circumstances, however, may result in a child re-starting a 3rd Pre-primary year. Repeating a year will only be proposed in close consultation with the parents, the psycho-medico-social centre assigned to the school, and the Principal, all of whom will be required to express an opinion before sending the file to the appropriate department of the Minister of Education and Teaching, who will make the decision.

At the end of the 6th Primary year, the children sit the examinations organised and stipulated by the Fédération Wallonie-Bruxelles, enabling them to obtain their Certificate of Basic Studies.

It is necessary to learn to properly maintain a school diary; the children are introduced to this as soon as they start school. This document also helps to support working in a consistent manner. The same applies to the information folder ("farde d'avis"), which should always be kept in the child's satchel. Parents should check this indispensable communication tool every day. Please note that many notices will no longer be distributed to you in paper format but will be available on the school website: [www.ecoledemessidor.net/avis](http://www.ecoledemessidor.net/avis).

Lessons and homework will be required on a daily basis in progressive amounts from the 1st Primary year onwards; they will be adapted to the level of teaching and will take into account the periods of relaxation built into the calendar of the school year. Pupils will progressively learn to organise their school schedule in the longer term, to comply with timeframes and meet deadlines, and to present their work with care.

These homework tasks are indicators for the teachers as well: the child is learning to perform a task on his/her own, an exercise utilising his/her mastery of the material.

In addition, this work enables a deeper anchoring of the material being learned. It also has the goal of encouraging parental enthusiasm for the child's progress.

The school will boost the pupils' autonomy and creativity, e.g. by assigning them research work, and teaching them how to use a documentation centre and consult reference books. In addition, the computer centre will be used for research work.

#### **Our support plan for pupils with difficulties:**

- Depending on the situation, there are several approaches aimed at supporting pupils with difficulties:
  - Differentiation by the class teacher within the framework of the learning activities,
  - Individual attention, or attention in a smaller group, by the Special Needs teacher,
  - Use of computerised tools,
  - Numerous meetings involving the teachers, the Principal, and the social worker and psychologist of the PMS Centre assigned to the school.
- The organisation of the timetable allows the Principal to release teachers in the 3rd to 6th Primary years from their class during Dutch lessons (which are taught by Dutch-speaking teachers). These teachers then become "Special Needs" teachers and can go to the other classes as required. (24 periods per week!)

## **2. The school will help the child to develop culturally.**

Generally, the school will teach pupils to love beauty by giving them a taste for work well done, requiring exercise books to be well maintained, clean, clear and well-illustrated, and inviting them to participate in the design and customising of their classroom.

It will introduce them to the arts and sciences through visits to exhibitions and participation in performances.

- Visits to exhibitions and museums included in the lessons,
- Performances – cinema/theatre/opera – integrated into a course project and accompanied by players from cultural life or related to specific induction programmes,
- Science-themed visits,
- Short cultural trips during the year,
- Visual arts workshops during school hours,
- Opera project in partnership with the Théâtre Royal de la Monnaie,
- etc.

Ecole de Messidor is well aware that excursions can sometimes entail considerable expense. This is often because of the cost of transporting the children in a safe coach and the cost of the extra supervision required.

Therefore, the school will invite singers, painters, theatre groups, etc. to its premises, when possible, in order to avoid transport costs.

Reading will be abundantly encouraged: a library unique among primary schools is provided for the pupils. It contains over 5,000 books for children (novels and reference books) as well as numerous series.

The "reading is fun" project ("lecture-plaisir"), which has been in place for several years, is running "at full speed".

- Stories are read to the children (Reception class to 2nd Primary),
- There is a book-lending system for the children in Primary school and Pre-primary school,
- The pupils participate in various literary and writing competitions,
- Belgian authors are invited to the school each year (e.g. Jeanne Ashbé),
- Written expression is also widely developed and encouraged (essay contest; writing and presenting news items for *Messidor TV*; writing competition, etc.).

## **3. The school will help the child to develop physically.**

The school will organise physical education and swimming within the limits of the subsidisation of activities by the Fédération Wallonie-Bruxelles and the additional resources made available by the Municipality of Uccle.

It should be noted here that the school and the Municipality of Uccle have invested heavily in restoring the gymnastics hall and the psychomotricity hall.

The school could participate each year, for example,

- in sports days held at the Centre Mounier,
- sports days held at the ULB (in January),
- any occasional sporting activities it may be able to organise on the premises or elsewhere.

Optional sports workshops will be offered (for a fee) during the lunch break or after school; these will be provided by the Physical Education teacher or the psychomotricians.

One afternoon per week will be devoted to psychomotricity and sport in the 1st and 2nd Primary years.

The pupils in P1 will also have a period devoted to fine psychomotor skills once per week in addition to gymnastics, swimming and the sports afternoon.

The psychomotricity provided at Ecole de Messidor (Pre-primary school) is the fundamental axis around which all early learning will revolve.

Two psychomotricians are present at the school (see the detailed plan on this website).

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In collaboration with the parents, the school will introduce the pupils to a healthy lifestyle, e.g. by insisting on correction of behaviour and dress, and on the nutritional quality of snacks and meals.

To this end, morning snacks in Pre-primary school and in 1st, 2nd, 3rd and 4th Primary have been replaced with the soup of the day prepared by the school's cook.

The snacks taken at 4 pm by children attending the Pre-primary after-school daycare are now prepared by the helpers at the school. They are essentially based on fruit or vegetables (see "Santé à l'école" on this website).

In Primary school, the teachers insist on the nutritional quality of any additional snacks taken by the pupils at 10 am.

Lunches are prepared on the premises by an experienced chef.

The products are supplied to us by a company which guarantees food that bears the "BIO" label fruit and vegetables; occasionally meat).

The school promotes the consumption of vegetables, fish, cereals and fruit.

Fried foods will now only be served occasionally, and sauces and binding agents are not used.

The school will ensure the quality and variety of menus offered in partnership with dieticians, and will regularly provide presentations to the Pre-primary and Primary children on health (organised by TCO, the company which supplies the products).

Ecole de Messidor will encourage children to thrive in active leisure by organising trips; by organising residential classes away; and by offering them extracurricular activities.

The seaside classes will always take place during the 3rd Pre-primary year.

The residential classes away will take place during the 2nd, 4th and 6th Primary years (winter sports classes).

The prices of these activities are announced to the parents at the beginning of the year (see "Présentation" on this website).

The school will teach the children skills through courses in various handicrafts.

Creative workshops will also be offered at lunchtime and after school on certain days.

#### 4. *The school will help the child to develop socially.*

The school will help pupils to become aware of their role as citizens, to participate in group life and take responsibility, and to be attentive to what is happening in the world.

It will teach them to work in teams, to work together to accomplish a task, and to be responsible to the group for tasks.

Talking circles are organised in the classrooms and are intended to resolve any problem inherent to the group.

Class delegates are elected annually by their peers and represent the class group at the Pupils' Council, which meets with the Principal every month.

In the same spirit, and with the objective of always "living together better", the primary playground has been reorganised.

Note: leather balls are **prohibited** in the playgrounds.

The school will introduce pupils to the functioning of democracy and to Belgian, European and international institutions. The visit to the Brussels Parliament will take place in the 6th year. The school will also participate in activities such as "Lawyer in the classroom", a visit to the Law Courts, etc.

It will also help them to understand and comment on events reported in the media, starting in the 1st Primary year.

For this purpose, the pupils in P5 and P6 will subscribe to the "Journal des Enfants" (JDE). This monthly newspaper is an ideal reading tool to help children aged 8–12 better understand the world around them. It explains major news items in simple language, through short and accurate articles, special reports, maps and infographics.

This newspaper will be utilised with your children and will particularly facilitate the development of subjects such as reading, writing, oral expression, analysis of texts, geography, history, current events, etc. This tool will also develop in the children a critical approach to the continual flow of information which can sometimes provoke their concerns.

The school also subscribes to the weekly children's newspaper *1 jour 1 actu*.

For years now, Ecole de Messidor has been running an intergenerational project called "Home sweet mômes".

Once a week, pupils in the 4th Primary year meet elderly people at the Messidor retirement home. Thanks to the many activities that are offered to the children and the residents, very close ties are forged between them. A project is built up throughout the year and presented at the award ceremony at the end of the year.

The educational team has now decided to "mix" the class groups at the end of the lower cycle (P2) and the end of the middle cycle (P4).

Several reasons have guided our choice:

- The children in the two 2nd Primary classes and the two 4th Primary classes go to countryside classes (“classes vertes”) and have already had the opportunity to learn to live together.
- In this way, the children can broaden their relationships and develop their ability to “reach out to others”.
- The mixing of classes has already been done on some occasions, and the beneficial results are indisputable.
- As a result of the dual class-teacher system organised at the upper level, the children will meet (during shared activities and shared lessons) and, in any event, they will go to the winter sports class together in the 6th year.

##### **5. The school will help the child to develop emotionally and morally.**

The school will help pupils to create a way of living.

It will teach them to be genuine, to persevere, to be autonomous, and to be able to exercise critical judgement while fully respecting other people.

Being demanding in terms of care, writing and the quality of the pupils’ work will help them to take pleasure in a job well done, encourage their efforts and stimulate their initiative.

In the “job” of being a student and in the act of learning, the pupil receives help from his/her teachers, but individual work and effort are essential and necessary for personal progress.

The school will encourage pupils to be supportive, generous and cheerful. It will encourage mutual support of all kinds, banish all violence, and insist on politeness; it will teach pupils to use humour and to accept the humour of others. Each pupil has an important responsibility for the quality of the work that the group produces.

The pupil will understand the need for conditions that are most favourable for a serene atmosphere.

The school will teach pupils to control their aggression, and to love human beings, animals and nature.

It will show them that all conflicts can be resolved in a peaceful manner.

“Rules for Living” will be established by the children at the start of the year and posted in the classroom and the common areas (toilets etc.).

The educational team will take special care to ensure that they are integrated and respected.

##### **6. The school will help the child to develop in relation to the environment and ecology.**

It will make them respect the environment, including by giving them responsibility for maintaining cleanliness in the school, and for caring for animals and plants in the classroom.

Each day, the children will have to respect nature by practising recycling of waste in each classroom and in the playground.

Projects will help the children develop an awareness of CO<sub>2</sub> emission reductions: Energy Challenge, the Crunch Your Apple campaign, Warm Pullover Day, Think Recycling, Stop Aluminium, etc.

The middle and upper Primary classes will also make the (very short) journey to the Longchamp swimming pool on foot, avoiding the polluting effects of travelling by coach.

The various tasks involved in maintaining the educational pond (in the Primary playground) and the plant beds (in the Pre-primary and Primary playgrounds and at the front of the school) will be taken care of by the children.

In the same spirit, many notices will no longer be distributed to you, but you will be able to find them by consulting the school website: [www.ecoledemessidor.net/avis](http://www.ecoledemessidor.net/avis).

Ecole de Messidor will help the child to fulfil the objectives set by the Decree on the Priority Missions of Education; the Educational Plan and Pedagogical Plan of the Municipality of Uccle; and this School Plan.

Within the limits of the subsidisation of activities by the ministerial bodies and additional resources made available by the municipal authorities of Uccle, the school will promote the schooling of pupils with tutorials (where pupils can do their work from 3.30 pm to 4.10 pm with a teacher in attendance, starting in the 2nd Primary year), adaptation classes, classes for adaptation to the language of instruction and speech therapy in Pre-primary school and the 1st Primary year.

Ecole de Messidor will also open its doors to any logopedist or therapist of any kind who is willing to work together with the educational team.

It will provide educational, social and medical guidance (CPMS, Centre PSE).

- The psycho-medical-social health and guidance centre assigned to the school is the Centre PMS of the Municipality of Uccle, located at 683 Chaussée de St Job, 1180 Brussels.

A social worker and a psychologist are attached to the school. They work closely with the Principal and the teachers.

The role of this team is primarily to listen to concerns in relation to the children and to make every effort to offer each pupil the best chance to develop his/her personality and schooling in a harmonious manner.

The role of the Centre PMS involves diagnosis, advice and guidance – not decision-making.

- The Centre de Promotion de la Santé à l’Ecole (centre for the promotion of health at school) also works with the school. Your children will attend medical visits during their schooling, as required by law.

Ecole de Messidor, within its possibilities, will provide special attention and supervision for the integration of pupils coming from a special education background.

It will promote the transition from primary to secondary education through the strength of the training it provides and its suitability for the initial demands of secondary school.

Pupils in the 6th Primary year will visit a municipal Atheneum (Uccle I or Uccle II) after the Easter holidays. They will visit the buildings and attend lessons.

## 7. Practical organisation

### Pre-primary school

*The entry into pre-primary school also marks the entry into a large group (even if the child was in a nursery), the class group, within which family boundaries are of course exported, but where other limits related to life in society gradually take shape, throughout the first school cycle.*

*In order for the child to feel comfortable and respect the teacher and adults at the school as well as his/her classmates, the child must, of course, have benefited from basic family limits.*

*His parents must explain to him their transposition into the school world. Encouraged by them, he is open to discovering others, and their differences, as so much richness that allows him, little by little, to find his own way of being in the world.*

*Thus, he can recognise the teacher as a new identificatory figure, to whom the parents delegate their authority and give their confidence.*

*After adjustments of a few weeks at most, the child enjoys growing in "his" school, with "his" teacher, makes friends, and begins to discover the world through other eyes than those of his parents.*

*It is very important to allow the child to keep his transitional object (soft toy) at least at the beginning, because it facilitates the separation from his parents.*

*To help himself, the child will sometimes also create an imaginary companion, animal or human, that only he can see. This phenomenon is not pathological and disappears in a few months once the process of becoming autonomous is well advanced.*

Catherine Jousselve  
Psychologist

- Lower level:       - Reception class  
                          - 1st Pre-primary class
- Middle level:     - 2nd Pre-primary class
- Upper level:      - 3rd Pre-primary class

In 3rd Pre-primary, the class will have same teacher as they had in 2nd Pre-primary (except in exceptional cases).

\* Development of autonomy in the simple actions of everyday life, in working and in the organisation of the class.

\* Socialisation of the child so that he/she can find his/her place within the group.

\* Introduction of an initial school routine.

\* Structuring of early learning

- through global psychomotor skills
- through fine psychomotor skills
- language development
  - o \* oral expression (verbalisation)
  - o \* structuring of language (syntax)
  - o \* vocabulary enlargement
  - o \* exercising of the five senses
- \* development of memory work
- \* structuring of space and time
- \* discovery of reading and writing
- \* discovery of the first notions of mathematics

### Primary school

- Lower level:       - 1st Primary class  
                          - 2nd Primary class
- Middle level:     - 3rd Primary class  
                          - 4th Primary class
- Upper level:      - 5th Primary class  
                          - 6th Primary class

The dual class-teacher system has now been established in the upper level: there is one class teacher for French and History, and one class teacher for Mathematics and Science. In addition, the pupils have specialist teachers for Physical Education, Dutch, and the Philosophical class. This form of organisation already familiarises the child with the structure that he/she will find in secondary school. The pupil learns very early on to develop a method of working and to organise his/her work effectively.

The Philosophical classes are offered starting in the 1st Primary year in accordance with the provisions stipulated by the Fédération Wallonie-Bruxelles.

You can find the programme for the course of Education in Philosophy and Citizenship at [www.enseignement.be](http://www.enseignement.be).

From 1 September 2017, the two classes of 3rd Pre-primary moving on to 1st Primary have been divided into 3 classes in P1.

The groups/classes are thus much smaller.

Our goal is to harmonise the passage from 3rd Pre-primary to 1st Primary, to allow these children to approach primary education in a much more serene way.

Fewer pupils per class means:

- much more attention from the teacher for each child,
- group work in an efficient working environment,
- a period of psychomotricity each week in addition to gymnastics and swimming,
- workshops (mathematical manipulatives, fine psychomotor skills, language and games) one afternoon a week.

\* P1/P2

- Structuring of essential basic learning: reading, writing, arithmetic,
- Establishing the mechanisms of reading (synthetic method),
- Structuring of the elementary concepts of French syntax (grammar, analysis, conjugation),
- Establishing initial reference points for spelling,
- Construction of mathematical operations, researching data, processing information,
- Structuring the abstract world of numbers starting from concrete examples,
- Structuring of space, time and the world around us.

Initial learning to read remains a priority in the first cycle and particularly in P1. It builds on the solid foundations established in 3rd Pre-primary.

The methods used by the school are “J’apprends à lire avec Mitsi” (published by Editions Gai Savoir), a method developed by the teachers at the school; and “J’apprends à lire avec Sacha” (published by Editions Plantyn). We also use the method of “Taoki et Cie” (Editions Istra). The child will discover various types of texts related to everyday life, phrases, words, and letters. The method is synthetic (≠ global). The average reading level reached at the end of 1st Primary allows reading with comprehension of various texts encompassing the simple sounds commonly used in the spoken language of the child. The written letters used for reading are cursive and printing.

The teaching of writing will be done in conjunction with reading and written work. Numerous pre-writing exercises anticipate the discovery and learning of the shaping of letters in cursive script. Rhythm exercises, and then auditory and visual recognition, will enable access to copying words, sentences and short stories. Next comes work relating to prepared dictation and deferred dictation.

Through manipulation of a rich and wide range of materials, the child will discover the numbers from 1 to 20. Counting, classification and arrangement work will place the child in a situation of continuous learning in order to arrive at the operations of addition, subtraction and multiplication. The concept of sharing, and thus division, is also introduced as from the 1st year. Mathematical games and data handling (problem solving) will be an integral part of the learning methodology as a result of the wide range of exercises presented.

\* P3/P4

- The transitional stage from the dependent child to the autonomous older child.
- The knowledge and skills acquired during this period will enable the children to begin the upper level in order to finalise their learning.
- Dutch courses begin in 3rd Primary and are provided by Second Language teachers.

\* P5/P6

- The upper level will conclude the children’s primary education by rigorously synthesising all the knowledge and skills required at the end of the 6th year.

The programme of studies for primary education can be consulted on this website and on the website of the Conseil de l’Enseignement des Communes et des Provinces. Similarly, the circulars governing the organisation of subsidised education can be consulted on the website of the Fédération Wallonie-Bruxelles. The circular governing compulsory education and specifying the procedures to be followed by parents in the case of absence of pupils is an important document to consult.

For pedagogical purposes, and in order to get to know one another better, parents’ meetings are organised in different formats four times a year. The first meeting is always held during the early part of September. This is a collective meeting, at which the teachers will explain their objectives for the year. The other meetings are individual. The final meeting of the year is by invitation. The Principal and the teachers are also ready at any time to meet with parents who wish to make an appointment.

In terms of social interaction, festive occasions (Christmas, the Fancy-Fair, Messidor en Couleurs, etc.) provide opportunities to meet in a more recreational setting.

The following groups have been created:

- \* The Parents’ Committee, currently headed by a parent, Mr Ransbotyn
- \* The Fêtes Committee, currently headed by a teacher, Ms Martinez

The role of each committee is explained to the parents at the time of registration and is set out in detail on the school website: [www.ecoledemessidor.net](http://www.ecoledemessidor.net). These people can be contacted by post at the school address – 161 Avenue de Messidor, 1180 Brussels – or via [direction.3138@ens.irisnet.be](mailto:direction.3138@ens.irisnet.be) or [secretariat.3138@ens.irisnet.be](mailto:secretariat.3138@ens.irisnet.be).

- \* The Pupils’ Council, headed by the Principal. Each month, the Principal has a meeting with the pupil delegates of the Primary classes. The pupils are free to put forward ideas, wishes, questions or concerns expressed by the class group. The Council is participatory, and the pupil delegates have the opportunity to make decisions regarding the general organisation of the school in compliance with the various regulations governing its operation.

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Ecole de Messidor undertakes to do everything in its power (a best-efforts obligation) to guarantee the imparting of rigorous knowledge and of attitudes which will enable the children to embark on high-quality secondary studies.

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