

2024 - 2025 School Guide



Colophon

This is a publication of European School The Hague for the 2024 - 2025 school year. The contents of this document have been compiled with the utmost care. However, it is possible that it contains incorrect information about which no rights can be granted. If you notice any incorrect information, please contact our organization.

Primary School

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Secondary School

Oostduinlaan 50
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+31 (0)70 700 1600



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GENERAL INFORMATION



"The rich diversity of nationalities and languages within the ESH Community is truly fascinating. Being part of such a vibrant and multicultural group fills me with gratitude and appreciation."

1. Welcome to ESH

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 2024-2025.

1.1. Senior Management

General Director	Wouter Abrahamse
Head of School Primary	Nicoline Mostert
Head of School Secondary	Juliet Palmer
Head of Operations	Fabienne Kramer

The European School The Hague (ESH) is affiliated with the European Schools by means of an Accreditation and Cooperation Agreement. We offer The European Schools curriculum which leads to the European Baccalaureate certification at the end of pupils' secondary studies with us.

ESH is part of Stichting Het Rijnlands Lyceum (Rijnlands Lyceum Foundation). The foundation stands for excellent education and supports its schools in realising the best education for their students. The Rijnlands Lyceum Foundation offers primary and secondary education in the Leiden and The Hague area. The foundation encompasses five schools for secondary education and three schools for primary education.

1.2. Mission Story

The European School The Hague is unique when compared to the other international schools. We were established in 2012 to educate the children of employees of European Union institutions/agencies. 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.

1.2.1. Vision

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

1.2.2. Mission

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

1.2.3. Community

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

1.2.4. Values

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

Ambition	Positivity	Ambition
<ul style="list-style-type: none">• We strive to reach our potential.• We accept challenges and have a passion for finding solutions.	<ul style="list-style-type: none">• We focus on the positive aspects in situations.• We build a constructive and positive environment from which everyone benefits.	<ul style="list-style-type: none">• We show respect for people, possessions, our planet, protocols and ourselves.• We accept the differences, strengths and weaknesses of others.

1.3. Eight Key Competences

ESH students are being equipped to thrive as citizens of Europe and the wider 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.

- 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.

1.4. Parent Financial Contributions

1.4.1. School fees

School fees for 2024-2025 can be found in the [Fees section](#) on our website.

1.4.2. Lunch, Canteen, and Snacks

Hot lunches are available in the school canteen for students who register with [Jouw school Kantine B.V.](#) Please contact them directly for details and arrangements at canteen@eshthehague.nl

At the Primary school, parents pay an annual fee for the lunchtime supervision of their children (Fees) during the lunch break.

At the Secondary school, snacks and sandwiches are on sale during the break and lunchtime in the canteen, and drinks and snacks in the vending machines hired by an external company.

At the end of the school year, your child(ren) will automatically be enrolled for lunch for the coming school year, this applies to both Primary to Secondary.

1.4.3. Residential trips

For the Primary School, all school trips and excursions are free. Parents will be asked to contribute only to the P5 Residential trip. P5 parents will be invited to an information evening during the year, to provide more information about the Residential Trip, a highlight for our leaving P5 pupils. This contribution is voluntary, and non-payment will not lead to the exclusion of the pupil.

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. This contribution will cover expenses such as accommodation, transportation, activities, and meals. ESH Secondary will invite parents to an information evening during the year to provide more information about these trips. These mandatory residential trips are a compulsory part of the European school curriculum. Please refer to the [Residential Trips page](#) of our website for more information. For optional residential trips, the school reserves the right to cancel a trip if there are not enough parental contributions received.

1.5. Safety

1.5.1. ID Badges

- Staff Members

Staff wear an ID card with a blue lanyard.

- Primary Parents

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

- Secondary students

If a student forgets their ID card, a one-day ID Card replacement will be issued by the Facility team. If a student has lost the ID Card, a new ID Card will be issued by Facilities Manager, costing 10 euros.

- Visitors

To ensure safety and security at our school, all 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 with a yellow lanyard. The visitors' badge must be displayed whilst a visitor is in school and returned to reception when leaving.

1.5.2. Dogs

Dogs are not permitted on school grounds, except personal assistance dogs. Please inform the reception if you will need to enter the school premises/building with a personal assistance dog.

1.5.3. Recycling

At school we collect refuse separately in the appropriate recycle bins. We also collect old batteries and used printer cartridges for disposal.

1.5.4. Smoking

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

1.5.5. Privacy

At ESH the GDPR rules for Education apply. ESH processes personal data for 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 Parent Portal.

1.5.6. Safeguarding and Child Protection

Every child has the right to develop physically, mentally, and socially in a safe and secure environment. Children cannot develop and learn effectively if their physical and mental health is negatively affected. This is a priority for all responsible staff who work hard to build relationships with students to promote a safe, caring and supportive environment inside and outside the classroom.

At ESH any allegations or signs of abuse or neglect of a child are taken very seriously and will be followed up accordingly. We are by law obliged to take our responsibility and follow the [Meldcode Kinder mishandeling en Huiselijk geweld](#). Abuse, as defined in The Netherlands, includes physical, psychological, sexual abuse and physical or psychological neglect. Also witnessing acts of abuse is considered harmful. When signs or concerns are observed, a conversation with parents will take place to help clarify the situation and determine if a next step is necessary. A next step may include contact with the organisations responsible for child protection in The Netherlands (e.g., Veilig Thuis, Crisis Intervention Team and/or arranging external support).

Our staff receives a refresher session on Safeguarding and Child Protection at the beginning of the school year, to make sure all members of staff recognise their role in the identification and response to signs of possible abuse or neglect in/with our students, and their responsibility to always protect and safeguard their welfare.

1.5.7. First Aid

At ESH we have processes and procedures in place to manage preventative health care. The first aid team looks after children who fall sick or are injured during the school day. They will contact parents to collect them if necessary and will advise about possible referral to relevant medical services. In the event of serious injuries, school will call an ambulance.

ESH has a dedicated First Aid team and an Emergency Response team (BHV) that consists of staff members who have been trained and who receive refresher training each year. Our school has evacuation drills and emergency protocols. For first aid please visit the concierges' office or reception at the student entrance.

1.5.8. 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 in case of specific medical needs. It is necessary that all parents supply the school with the relevant medical information so we can act accordingly in 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 (i.e., allergies with serious risks, asthma, diabetes, epilepsy, heart condition) all relevant medical information and emergency procedures are collated and gathered in a Medical Fact Sheet (MFS). This MFS includes an up-to-date picture of the child. The MFS is distributed to all relevant staff in the school: child's class, canteen, reception, staff room and First Aid team. Any medication in Secondary is stored at reception, in Primary medication is stored in the concierges' office.

1.6. Complaints Procedure

We are committed to providing good education and a pleasant school climate. If, despite our best efforts, things do not go as expected, you can discuss this with us. Our policy is that you should first discuss the problem with the person(s) directly involved and, if this does not lead to a solution, with the teacher/mentor or the deputy head. If even that contact does not lead to a solution, you can turn to the principal. The principal will hear the parties directly involved and try to find a solution with them.

If you feel that the problem cannot be solved at the school, you can file a complaint to the Executive Board of the Stichting Het Rijnlands Lyceum or to the Landelijke Klachtencommissie Onderwijs (LKC, National Education Complaints Committee). The complete complaints procedure and an explanation of how it works can be found on the website of the Stichting Het Rijnlands Lyceum ([Complaints procedure | Stichting Het Rijnlands Lyceum](#))

1.6.1. Internal Confidentiality Person

The Internal Confidentiality Person is there for pupils and members of staff who need to speak and/or report about matters requiring confidentiality. Examples of reasons for reaching out to the Internal Confidentiality Person include abuse of power, unacceptable behaviour such as harassment, bullying, aggression and discrimination. The Internal Confidentiality Person offers initial support, can give advice and can help explore various options for next steps as well as offer referrals to external support organisations.

Primary Confidentiality Persons	Vicky Vrontos (v.vrontos@eshthehague.nl) Patricia McAteer (p.mcateer@eshthehague.nl)
Secondary Confidentiality Persons	Pierre Drouot (p.drouot@eshthehague.nl) Patrizia Mignano (p.mignano@eshthehague.nl) Irene Ruiperez (i.ruiperez@eshthehague.nl) for students Jasper Fijnvandraat (j.fijnvandraat@eshthehague.nl) for students

In addition to the Internal Confidentiality Persons, there is an External Confidential Person. The External Confidentiality Person focuses on integrity issues, such as suspicions of financial, educational, or safety irregularities, integrity incidents or abuse (such as undesirable behaviour) within the organisation. The Centrum Vertrouwenspersonen Plus fulfils 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 8131 6936
Email: info@cvp-plus.nl
www.cvp-plus.nl

1.7. School Holiday Calendar

August 2024								September 2024								October 2024							
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
31				1	2	3	4	35							1	40		1	2	3	4	5	6
32	5	6	7	8	9	10	11	36	2	3	4	5	6	7	8	41	7	8	9	10	11	12	13
33	12	13	14	15	16	17	18	37	9	10	11	12	13	14	15	42	14	15	16	17	18	19	20
34	19	20	21	22	23	24	25	38	16	17*	18	19	20	21	22	43	21	22	23	24	25	26	27
35	26	27	28*	29	30	31		39	23	24	25	26	27	28	29	44	28	29	30	31			
								40	30														

August 28 2024 First School Day

*Prinsjesdag: Primary is free, Secondary has an in-service day

November 2024								December 2024								January 2025							
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	48							1	1			1	2	3	4	5
45	4	5	6	7	8	9	10	49	2	3	4	5	6	7	8	2	6	7	8	9	10	11	12
46	11	12	13	14	15	16	17	50	9	10	11	12	13	14	15	3	13	14	15	16	17	18	19
47	18	19	20	21	22	23	24	51	16	17	18	19	20	21	22	4	20	21	22	23	24	25	26
48	25	26	27	28	29	30		52	23	24	25	26	27	28	29	5	27	28	29	30	31		
								01	30	31													

February 2025								March 2025								April 2025							
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	9						1	2	14		1	2	3	4	5	6
6	3	4	5	6	7	8	9	10	3	4	5	6	7	8	9	15	7	8	9	10	11	12	13
7	10	11	12	13	14	15	16	11	10	11	12	13	14	15	16	16	14	15	16	17	18	19	20
8	17	18	19	20	21	22	23	12	17	18	19	20	21	22	23	17	21	22	23	24	25	26	27
9	24	25	26	27	28			13	24	25	26	27	28	29	30	18	28	29	30				
								14	31														

May 2025								June 2025								July 2025							
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
18				1	2	3	4	22							1	27		1	2	3	4	5	6
19	5	6	7	8	9	10	11	23	2	3	4	5	6	7	8	28	7	8	9	10	11	12	13
20	12	13	14	15	16	17	18	24	9	10	11	12	13	14	15	29	14	15	16	17	18	19	20
21	19	20	21	22	23	24	25	25	16	17	18	19	20	21	22	30	21	22	23	24	25	26	27
22	26	27	28	29	30	31		26	23	24	25	26	27	28	29	31	28	29	30	31			
								27	30														

- All students & staff
 - All students & staff
 - All students
 - Secondary students
 - School closed for holidays
 - School ends at 12.30
 - School closed for teacher in-service day
 - School day ends at 12.30 for Class Councils
- *Class Councils will be determined in the new school year.

Please take into consideration that additional In-Service Training days and Class Council Days (for Secondary), have not yet been taken into account.



1.8. European National Days

As the European diversity is at the core of the European schools, we feel strongly about celebrating the countries' National Days. These events aim to honour the rich history, culture, and contributions of the countries of which we offer language tuition. The celebration can include an art exhibition, cultural performances, and enjoying some typical food of the country. Representatives from the embassies are invited to attend, showcasing the unique and enduring ties between our institutions and promoting European understanding.

Country	Date	Name of the day
Austria	26 October	Nationalfeiertag
Belgium	21 July	National Day
Bulgaria	3 March	Liberation Day
Croatia	25 June	Dan državnosti
Cyprus	1 October	Independence day
Czech Republic	28 October	Independence day
Denmark	5 June	Grundlovsdag
Estonia	24 February	Independence day
Europe	9 May	European Union Day
Finland	6 December	Independence day
France	14 July	National day
Germany	3 October	Tag der Deutschen Einheit
Greece	25 March	National day
Hungary	15 March	National day
Ireland	17 March	St Patrick's Day
Italy	2 June	Proclamazione della Repubblica
Latvia	18 November	National Day
Lithuania	16 February	Independence day
The Netherlands	27 April	Koningsdag
Poland	11 November	Święto Niepodlegosci
Portugal	10 June	Dia de Portugal
Romania	1 December	Ziua națională a României
Slovakia	1 December	Constitution day
Slovenia	25 June	National day
Spain	12 October	La fiesta de la Hispanidad
Sweden	6 June	Sveriges nationaldag

1.9. School Community

1.9.1. Enrollments per year group

Primary	Nr.
Early years 1 & 2	188
Primary Year 1	114
Primary Year 2	121
Primary Year 3	135
Primary Year 4	147
Primary Year 5	132
Total	837

Secondary	Nr.
Secondary Year 1	128
Secondary Year 2	136
Secondary Year 3	139
Secondary Year 4	132
Secondary Year 5	139
Secondary Year 6	98
Secondary Year 7	94
Total	866

1.10. Surveys

1.10.1. Satisfaction survey

One of our responsibilities as a school subsidised by the Dutch government is to conduct satisfaction survey within our school community, using nationally recognised benchmarks tools. As part of our commitment to providing a high-quality education for our students, we may also include additional questions in the survey relevant to our community. These results provide us with feedback related specifically to ESH, enabling us to define clear points for improvement. Some surveys (for pupils) are conducted every year, whereas others (for staff and parents) are conducted bi-annually or every three years.

Additionally, every school year we must conduct a safety survey amongst students from a specific age group. It is part of the Satisfaction survey.

1.11. Staff 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 the staff and pupils. The goal is to ensure that staff are skilled, have learning opportunities to keep pace with the current standards in education and promote engagement and teambuilding. You can find the dates of the INSET days in the School Holiday Calendar. Pupils are not in school during INSET days.

1.12. Pupil Absences/Policy

ESH is obliged to adhere to the Dutch regulations related to mandatory schooling. Parents need to inform the school administration if their child will be missing school. This rule applies to all students at ESH. In the case of a student turning 18, it is possible, with the consent of the student for parents to give this right to their child. The rules about justifying absences from exams and B-Tests remain unchanged in this situation. Regular or persistent absences will be followed up by the school as any unexplained or unapproved absences need to be reported to the Compulsory Attendance Officer (Leerplicht).

If a student has been absent 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 formally report the absence to the Leerplicht when the student is absent for 16 hours or more in 4 weeks as this constitutes a concerning absence.

1.13. Bad Weather

When the weather calls for extra vigilance due to icy conditions, fog, extreme heat or storms, KNMI may issue a weather alert. KNMI is the official body to issue weather warnings. Info can be found at www.knmi.nl.

Different stages are distinguished: a warning for dangerous weather (code yellow), a warning for extreme weather (code orange) or a weather alarm (code red). The weather alert only applies to certain weather conditions if they occur on a large scale. In case of extreme weather, and the school deviates from the normal class schedule, we follow our bad weather protocol.

More information can be found on our school website in the [Bad Weather Protocol](#).

1.14. Useful contacts

Stichting Rijnlands Lyceum Executive

Executive Board: 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, childcare 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

070 353 5500

National Complaints Committee

www.rijnlandslyceum.nl/stichting/organisatie/klachtenregelingen

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

Social Worker Secondary

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





PRIMARY SCHOOL

2. Welcome to ESH Primary

This school guide offers insight into what it means to be educated at the European School The Hague, Primary. It guides the 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 wish our ESH community a positive and ambitious year ahead.

2.1. Contact information

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

ESH has a strong cohort of Team Leaders. As well as assisting the School Director and Head of Primary, the Team Leaders play a crucial role in developing and maintaining the nature and quality of the pupils' learning experiences, managing the staff in their teams, and facilitating educational, socio-emotional initiatives, parent events, professional development, projects, protocols and policies within the school. For any instructional/educational queries, please contact:

Head of School	Nicoline Mostert	n.mostert@eshthehague.nl
Team Leader	Alison Donnelly	a.donnelly@eshthehague.nl
Team Leader	Mark Davies	m.davies@eshthehague.nl
Team Leader	Ingeborg Hendriks	i.hendriks@eshthehague.nl
Team Leader	Montse Florez	m.florez@eshthehague.nl
Team Leader	Kasja Ouwkerk-Kortekaas	k.ouwerkerk-kortekaas@eshthehague.nl

2.1.1. Operational contact information

For any operational queries, please contact:

Bus/Transport	prim-absences@eshthehague.nl
Reception	prim-absences@eshthehague.nl
Update of Medical Details	prim-absences@eshthehague.nl
Canteen	canteen@eshthehague.nl

Facilities Coordinator	j.wijsman@eshthehague.nl
Concierges	prim-concierge@eshthehague.nl
After School Activities	afterschool@eshthehague.nl
School Sports	r.gravekamp@eshthehague.nl / j.serracasas@eshthehague.nl
Admissions	admissions@eshthehague.nl
Invoices/Pupil Administration	primary@eshthehague.nl
Primary PTA	pta@eshthehague.nl
Primary Participation Council	pc@eshthehague.nl
Internal Confidential Persons	v.vrontos@eshthehague.nl , p.mcateer@eshthehague.nl

2.2. Primary School Curriculum

2.2.1. Early Education Curriculum

Early Education is the foundation of developing lifelong learners. Teaching and learning in the Early Years supports, and develops a pupil'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 encourages exploration, engagement and experimentation. The focus is on practical, hands-on, active learning and is developed through child-initiated play which is often inquiry-led and is appropriate and meaningful to young children. The [Early Education Curriculum](#) of the European Schools forms the basis of the planning for the Early Years children. 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.

In the Netherlands, children can start school when they turn 4 years old, but they are not legally obliged to begin until they turn 5 years old. The Early Years cycle will last a minimum of 2 years and, for some children, as long as 2,5 years depending on their birthdate and starting date at school.

When children start their education at ESH, they are invited for a series of introduction days. These are shorter days that allow the children to settle in and familiarise themselves with their new teachers, classmates, classrooms and routines.

In the Early Years classes, the youngest (Early Years 1) and oldest pupils (Early Years 2) work together in a mixed group. In this way, the pupils learn from each other and together. Early Years classes can grow to a maximum of 22 pupils throughout the school year. Early Years classes are supported in the morning by a classroom teaching assistant. There are also teaching assistants available in the afternoon to support Early Years classes where needed.

To start school, children must be fully toilet trained meaning that they are able to use the toilet facilities independently.

2.2.2. Primary Curriculum

After Early Years, the children begin the 5-year Primary cycle of the European School. The European Schools [curriculum](#) is written specifically for the European Schools.

	P1 - P2	P3	P4 - P5
Subjects	Hrs/week	Hrs/week	Hrs/week
Literacy	5,5	3	3
Mother Tongue	2,5	3,75	3,75
Mathematics	4	5,25	5,25
Language 2	2,5	3,75	3,75
DAL (Literacy for NL Section)	1,5	1,5	1,5
Discovery of the World	1,5	3	3
Art	2	0,75	0,375
Music	1,5	1,5	1,5
PE	1,5	1,5	1,5
European Hours		0	0,75
Various Subjects	2,25	0	0,375
Total	24,75	24,75	24,75

2.3. Language Sections

ESH Primary currently has five language sections: Dutch, English, French, German and Spanish. It should be noted that the Spanish language section has started a phasing out process. All children originally enrolled in the Spanish language section may remain in the Spanish language section until the end of P4. In P5, the children will join a different language section, but it will be the section in which they have had the transition (ideally the section of their L2). They will continue to receive Spanish Mother Tongue lessons. Via the Admissions department, prospective parents can inquire about language scenario options.

Our SWALS (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. At the core of the European Language curriculum are the available Mother Tongue Languages: Czech, Greek, Italian, Polish, Portuguese, Romanian, Slovenian, Finnish and Spanish (Early Years and P5). Beginning in Early Years all pupils also receive 1.5 hours per week of Dutch as an Additional Language (DAL), with the exception of the Dutch Primary classes.

Pupils take the majority of subjects in their own language section. For some subjects, PE and Music, the pupils will be taught in English or Dutch.

2.4. Primary Curriculum Subjects

2.4.1. Mother Tongue/L1 EY-P5

Mother Tongue/L1 language lessons aim to maintain and develop a pupil's mother tongue. The lessons focus on the speaking, understanding, reading and writing of the language, 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.

2.4.2. 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. 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.

2.4.3. 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. The older DAL groups from P2 – P5 are grouped according to language proficiency and the German classes receive DAL with their own class.

2.4.4. 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 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 capabilities.

2.4.5. Literacy EY-P5

Literacy lessons aim to develop the language of the section and the mother tongue. This enables the pupil to be able to learn and develop within the language section they are placed. Through speaking, listening, reading and 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.

2.4.6. 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

Intermaths 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 national resources and materials, sourced appropriately for their language section.

2.4.7. Discovery of the World

The Discovery of the World subject includes 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.

2.4.8. 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 pupil's European Hours or Discovery of the World curriculum. For P1 and P2 pupils, separate art lessons are offered in class by the class teacher.

2.4.9. 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

classes to use. ESH also has an ICT lab and a multi-purpose room available for staff to use when needed.

2.5. Specialist Subjects

2.5.1. 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, some of which are taught by a specialist subject teacher, attention is paid to the development of musical skills including making, listening to and composing music. The Primary school has a dedicated music room to teach the pupils to play instruments and enjoy other music related activities.

2.5.2. Physical Education

ESH has 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 skills, such as consideration for others, cooperation, attention to safety and sportsmanship. Pupils receive two PE lessons a week and wear sport clothes. From a hygienic point of view, from P2 onwards, pupils change into normal clothes again after the PE lesson. The school has two well-equipped gyms, a synthetic /artificial turf field, a basketball court and a play hall for the Early Years. Weather permitting, classes are also held outdoors on the sports fields.

ESH encourages participation in the local sports 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.

2.5.3. PE clothing

Pupils in P2-P5 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 and all pupils EY-P5 need these. A school sports shirt can be ordered from www.gymspullen.nu

2.6. Assessment

ESH teachers assess the academic progress of each pupil. Assessment is done both informally and formally. For informal assessment, a variety of tools specific to each language section are used. For formal assessment, tools available through official assessment agencies from the country of each language section are used. These results are recorded and then used to track the progress and development throughout the years.

In the Early Years cycle a digital portfolio is created, which is shared with parents, to record and share details of the development of each child.

2.7. Pupil Leadership

At ESH, we have a valuable opportunity to help pupils develop and exercise leadership in a responsible manner. Through the opportunities provided to participate in our P5 Pupil Council and P4 Eco Planet Team, pupils in upper primary can develop their leadership skills.

2.8. Corrective Measures

If a pupil shows extreme misbehavior 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 as well as informing the Inspectorate of Education.

2.9. Primary Support Information

ESH has a dedicated multilingual Support Team offering educational and social/emotional support tailored to pupils' educational needs. Please carefully read the [SOP](#) for more information about Passend Onderwijs, our strengths and limitations.

If you have any general queries related to educational/social emotional support, you can contact the Support Team via the support coordinator of the desired language section.

Name	Language Section	Contact details
Caroline Harris	English (EY-P2)	c.harris@eshthe Hague.nl
Rebecca Pronk-Slegg	English (P3-P5)	r.slegg@eshthe Hague.nl
Ines Forster	German	i.forster@eshthe Hague.nl
Montse Florez	French	m.florez@eshthe Hague.nl
Joost Rietbergen	Dutch	j.rietbergen@eshthe Hague.nl
Teresa Nuño Martín	Spanish	t.martin@eshthe Hague.nl

2.10. Pupil Health, Safety and Security

2.10.1. Sickness

Cases of a contagious disease need to be reported to the receptionist and class teacher as soon as possible. Pupils with fever, diarrhea, eye infections or other infectious symptoms, should be kept from school due to the risk of infecting other children. It is important that pupils stay at home until they have been fever-free for at least one day before returning to school. If a child shows symptoms of infectious diseases in school, the guidelines from the Ministry of Health, Welfare and Sport (GGD) are followed.

2.10.2. Medication at school

If a pupil is required to take medication during the school day, parents need to come to school to administer the medication themselves.

2.10.3. First aid

For First Aid you can go to the concierge's office or reception. You can also refer to an internal policy that can be requested from primary@eshthe Hague.nl.

2.10.4. Head Lice

Head lice are a common problem, transmitted mainly through head-to-head contact. Children are prone to head lice because they tend to have close physical contact with each other. If a child has lice, parents will be asked to pick up their child and treat them to eliminate the lice and prevent spreading.

2.10.5. Centre for Youth and Families (CJG)

All children living in The Hague or going to school in The Hague are monitored by one of the Youth and Family Centres in The Hague. Periodic visits help signal issues that might otherwise hinder a healthy development, at an early stage.

Youth and Family Centres are situated in all areas of The Hague. These centres offer services to families on many aspects related to children and parenthood e.g., managing children's behavior, healthy eating habits, bedtime, internet safety, the impact of divorce/separation 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. Their website is www.cjgdenhaag.nl. ESH Primary is connected to CJG Segbroek. In the Netherlands children are offered the State Vaccination Programme (RIVM). The school doctors and nurses of the CJG administers these vaccinations. The CJG uses contact information

from the pupil registration database. If you object to this, you may notify the school.

ESH Primary has developed a strong connection with the CJG, allowing the Early Years screening of hearing and eyesight when the children are 5 years old, to take place at the school during school hours. The Youth Health Care (JGZ) initiates and organises the information, invitation and permission with the parents. Parents do not have to come into school for this 5 minute screening.

2.10.6. No Blame Approach to Bullying

ESH has a zero-tolerance approach to bullying. The No Blame Approach, which aims to quickly bring about change, is implemented across the whole school. The core principle of this successful approach is to use the group dynamics as part of the solution.

In case bullying is flagged by either the teacher, the child or the parents, parents will be informed, as bullying prevention and interventions are a joint responsibility.

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

2.11. Communication

ESH is committed to engaging in open communication with parents. To this end, the school has several channels/platforms for communication with parents:

2.11.1. Who to Contact? Instructional Issues:

- If you would like to discuss your child's development, a concern, a language scenario question, or any other class related matter, please contact your child's classroom teacher, support coordinator or subject teacher.
- If your concern has not been resolved by the teacher, please then contact the relevant Team Leader.
- As a final measure, one should contact the Head of School.

Contact between home and school helps children learn and succeed. Here's how we communicate at ESH Primary:

2.11.2. Communication from teachers to parents

Important information that needs to be communicated individually will be sent to parents by email.

2.11.3. Social Schools Communication App

As children start at ESH, parents are required to open an account on the Social Schools App. This is an important channel of communication. Social Schools is a GDPR compliant, safe and secure platform and also allows parents to set their child's image preferences – giving or withholding permission to use photos or videos of your child(ren). Class and subject news will be regularly communicated to parents in the language of the section and outlines information about current topics of study and future activities both in and outside of school. Language and specialist lesson learning news will also be shared by the relevant teachers via Social Schools. The Social Schools calendar is used to help parents be aware of upcoming events. The use of Social Schools is an essential part of parents' connection to school. Social Schools also offers digital portfolios. Portfolios are a requirement of the European Schools Assessment Policy. With Social Schools every child from P1 – P5 is able to have their own account.

2.11.4. Information Evening

Parents will receive an email inviting them to the Information Evening and Education Market at the beginning of the school year. The teachers welcome all parents in their classrooms, sharing and explaining the education and activities in the year ahead. Expectations on parental involvement, communication and pupil behavior will be shared and questions can be answered. We strongly recommend parents attend this evening to get acquainted with the teacher and each other. Only together can we create a fun, memorable and educational experience for the children.

2.11.5. Reports and Progress Discussions

The pupils in the Primary Cycle receive a school report in February/March 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, in October/November and again in February/March, 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 in March. Involvement of Support is assumed in these cases. The final decision on whether to progress a pupil to the next class or to repeat a class lies with the school management.

Early Years pupils do not receive school reports, but parents will be linked to their child's digital portfolio which will reflect the progress and development of their child throughout the Early Years. New pupils' parents will be invited to a 'settling in' meeting approximately 6 weeks after their child has joined school. EY teachers will hold parent-teacher meetings for all pupils in October/November and again in March/April.

2.11.6. Educational Report

When a pupil leaves school mid-year (i.e., due to a move), parents receive a certificate of attendance and a Leavers Report. The report is written in the language of the section but may also be written in a different language (English or Dutch) upon request.

2.11.7. ESH Newsflash / Email from the 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. It is important that all parents are updated and familiarize themselves with the use of Social Schools, as all important information from the teachers will be found there.

2.11.8. Website and Community Portal

The website has a lot of information including minutes of PTA and Primary Participation Council (PPC) meetings. Important documents and policies are in the password protected Community Portal. Parents can access these with a username and password issued by the school.

2.12. Parent's Participation

Like all successful schools, ESH is dependent on the positive contribution of parents. As partners in education, parents can get involved in many ways. We are very proud of the involved and supportive ESH parents. Besides participation in formal 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.

2.12.1. Primary Participation Council

By law, every school in the Netherlands is set up with a Medezeggenschapsraad (MR). This, Participation Council (PC), is a organisational body of elected teacher and parent (and in Secondary also student) representatives. The PC is consulted by the school management on various matters concerning school policies, organisation and official matters. As prescribed by law, there are separate PCs for the Primary and Secondary schools and separate General Participation Councils (GMR) which deal with the Stichting's (Rijnland Lyceum Foundation) issues.

Meetings are open to all parents and staff. Questions and concerns can be shared with the PPC via email pc@eshthehague.nl

Name	Representative
Bruno Samaniego	Parent (Chairman)
Rana Osseyran	Parent
Sorin Christian Manu	Parent
Frederiek Meulendijks	Staff Member (Secretary)
Moira O'Hare	Staff Member
Joost Rietbergen	Staff Member

2.12.2. Class Representatives

Every class has a Class Representative. This is a parent who volunteers to support the class teacher by helping to organize 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 Reps may approach you for assistance with some activities such as: birthday or leaving celebrations, Sinterklaas (5th December), winter holiday celebrations, Summer Fair, talent show and to support the many PTA initiatives.

2.12.3. Parent Teacher Association (PTA)

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 the Parent Café to organise fun and social events like European coffee mornings, the Summer Fair, or to 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 the school website. Currently the PTA is looking for volunteers for this school year 2024-2025.

2.13. Practical Information

School opens from 8:30am and the first lesson begins at 08:45am. School ends at 15:00pm except Wednesday, a half day when school ends at 12:45. 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.

	Early Years	P1-P2	P3-P5
Lessons start	08:45	08:45	08:45
Morning break	10:15-10:30 or 10:45-11:00	10:45-11:00	10:15-10:30
Lunch break	11:45-12:30 or 12:15-13:00	12:30-13:15	12:45-13:30
School days ends	15:00 (Wed 12:45)	15:00 (Wed 12:45)	15:00 (Wed 12:45)

2.13.1. Lunch

During lunch breaks pupils may eat their own packed lunch or the warm lunch served by the canteen. All pupils eat lunch in the canteen (Atrium). They are supervised by a team of lunchtime supervisors. Pupils then go outside to play for 30 minutes. As an alternative, parents may collect their child(ren) for lunch break so they can eat at home. If you choose to send your child to school with a packed lunch, 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.

2.13.2. Pick-up and Drop off Procedures

2.13.2.1. Arrival at school - drop off procedure

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. > The school doors will open from 8:30am onwards for children
- 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 of the school building at drop off and pick up. 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 by 08:45 so lessons can start on time. Late arrival will be reported.

If you need to contact a member of staff first thing in the morning, please send an email to prim-absences@eshthehague.nl.

2.13.2.2. 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. Each EY teacher will communicate the pick-up procedure for their class to parents in their welcome information.
- Primary pupils are brought out by the class teacher to their line-up areas.
- We kindly request that you wait outside the school in the courtyards.

For safety reasons, primary teachers hand the children over to their parents or responsible adults. Please support your class teacher by ensuring your child stays with them until you arrive. Please make sure that your child, reception and the teachers are fully informed if another adult will pick them up. The green parent lanyard and badge should be with the person picking up the child. 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.

2.14. Absence Protocols

2.14.1. Unplanned Absence

If your child is 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.

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. For logistical reasons, it is preferred that children are picked up for their appointment either before or after lunchtime, not during. 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.

2.14.2. 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 prim-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 if it is not in accordance with the Dutch regulations (Leerplicht). For more details regarding the conditions for Special Leave, please see the school website.

2.14.3. 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).

2.15. After School Activities

The ESH offers an After School Activity (ASA) Program delivered by qualified external ASA Tutors in the school building and on the sport fields. The program offers a variety of ASAs in Sports & Fitness, Creative Arts, Music, Dance & Performance and Technology. While hosted at ESH Primary, these are not school-run activities - parents will have a contract with the activity provider.

The vision behind the ASA's is that pupils can try 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 ASAs give pupils the chance to be around peers from other language sections which gives them the opportunity to make new friends throughout the school and practice their languages.

The ASAs for Early Years and Primary are divided into two 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 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, after conversations with the parents.

2.16. After School Care (ASC) or BSO

In the Netherlands, all schools are required by law to work together with an ASC provider. ESH works together with Zein International Childcare located on the school premises. ESH families also use several 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, Stepping Stones and Zo Kinderopvang.

ESH maintains regular contact with all ASC providers. Registration for ASC should be arranged directly via the ASC provider. For more about the ASC providers used by ESH families, please see the website.

ESH is not responsible for sharing information with the BSO provider. While ESH maintains regular contact with the BSO providers, in order to ensure smooth transitions for the children please note parents must contact the BSO directly.

2.17. 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 ESH staff to ensure the safety of everyone on school property. No cycling or scooting is allowed on school premises. ESH is not responsible for any damage.

2.18. Bus transport

The door-to-door bus transport 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. Please note that ESH will assist in facilitating a smooth transition for pupils to and from the busses, however if a pupil uses the bus services, bear in mind this is an external contract with an external company.

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

For pupils who travel by school bus, we ask that you explain to your children that safety on the bus is very important. 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 the Facilities team via prim-absences@eshthehague.nl as well as the bus company.

2.19. Extra clothing

The school has a limited supply of clothes for accidents. Class teachers may request that you send in a change of clothes for your child to keep in school. Please label all clothing.

2.20. Insurance

The school has accident insurance for all pupils. This insurance is valid when the pupils are at school, as well as 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.

2.21. Library

There are two libraries in the Primary school; one is for Early Years and P1 and the other for P2-P5. From the moment you enter the library, their purpose is evident – to develop a love of reading in all children. There are over 40000 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.

Whether a pupil is interested in fact or fiction, an avid or reluctant reader, the 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 2 books and Primary up to 3 books per week. If a child is a bookworm or forgets their books on their library day, there is free access every morning from 8:30am- 8:45am. All pupils are supplied with a yellow library bag when they arrive at school. Books that are more than 4 weeks overdue, lost or damaged must be replaced or reimbursed by the family. Parents can access the catalogue from home. For more information contact the librarians via library@eshthehague.nl

2.22. Lost Property

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

2.23. Mobile devices

Pupils are not allowed to use personal mobile devices, including smart watches 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 devices. In addition, we kindly request that parents limit their own use of mobile phones in the school premises. Please read the Mobile Device Policy on the Community Portal.

2.24. Parent Café

ESH has invested in a stylish 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, 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 15:00-16:00.

2.25. Support

2.25.1. 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 must 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 several 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 the school website.

2.25.2. 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 to meet the needs of individual pupils. Where differentiation in the classroom is not sufficient, the school is able to provide a range of support. Support is flexible and varies as pupils develop and their needs change.

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

The Primary school is a participating member in the support network Stichting Passend Primair Onderwijs Haaglanden (SPPOH). Through this network we connect to all Primary schools in the area. A SPPOH school advisor is available to ESH to help in procedures for arranging external educational support, advice on the best educational approaches and in some cases help find alternative school settings in the Dutch system of Special Education. 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:

2.25.3. General support/Provisions

Students may have trouble in a particular aspect of a subject, may need to 'catch up' due to late arrival in school, 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.

2.25.4. 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.

2.25.5. 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 to help the students develop their 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 must 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 SPPOH/SWVZH.

2.25.6. Special arrangements

For certain diagnosed learning difficulties, there are special arrangements available and allowed by the board of inspectors for students. For example, this includes students who have dyslexia, autism, or dyscalculia. An overview of these arrangements is listed in the Support Plan, available on the school website.

2.25.7. 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 based in The Hague. Please contact the Support Team for more information about Speech and Language Therapy.

2.25.8. Gifted and Talented Students

ESH provides adapted curriculum and/or participation in a Plus Program in school for children identified as needing different activities due to their capabilities. Parents may approach school or school may approach parents to discuss this. Differentiation in class, compacting curriculum or skipping a year group may all be relevant options for Passend Onderwijs to the pupil. The right approach will always be discussed first. ESH has G&T trained coordinators in school and can reach out to the Steunpunt Hoogbegaafdheid for external expertise as well. For more information or questions please approach the class teacher or support coordinator of your child's language section.

2.26. Transition to Secondary School

2.26.1. P5-S1 Transition

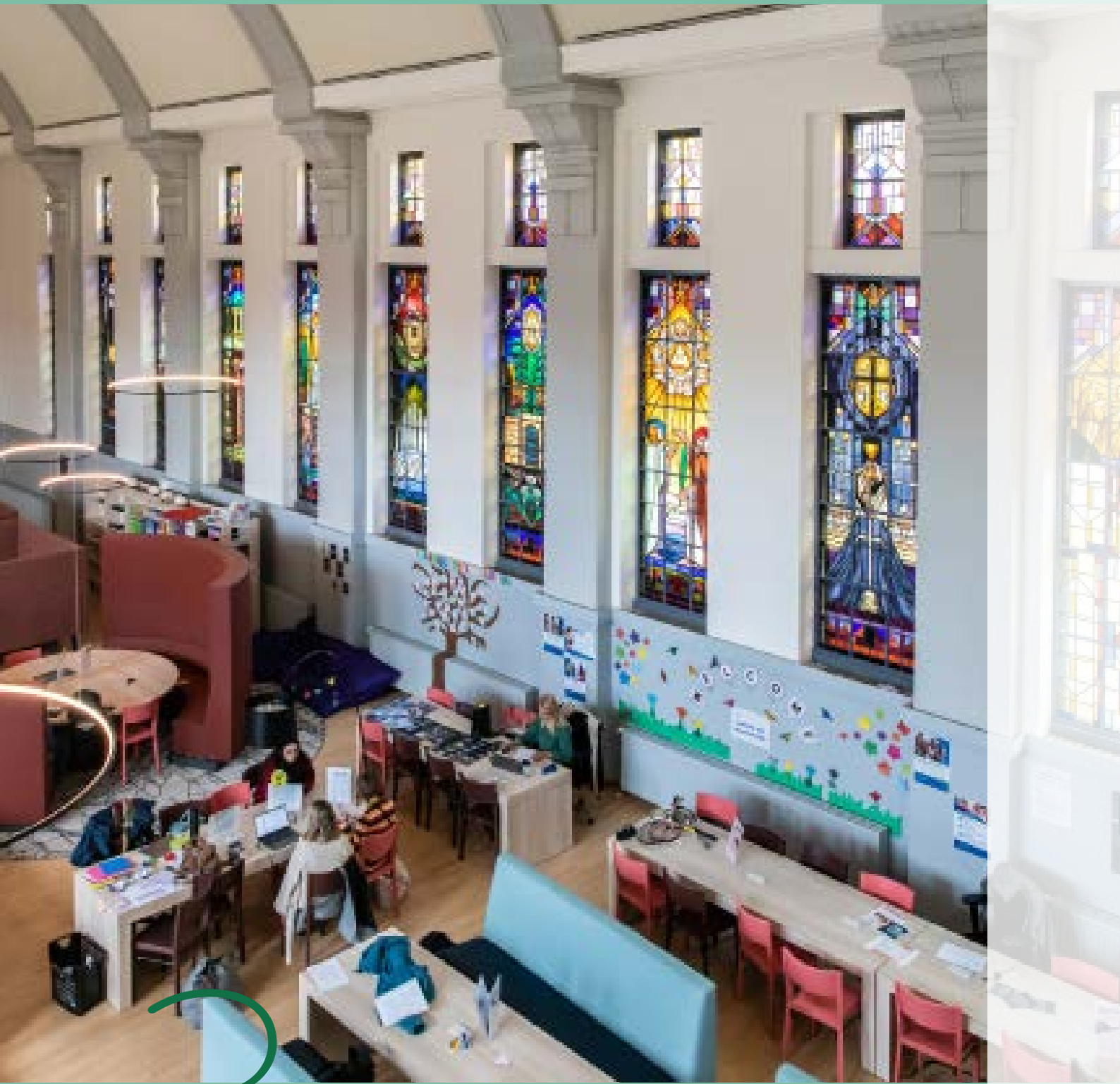
The P5 - S1 transition program at ESH is tailored to the needs of P5 pupils and follows the Transition Guidelines of the European Schools. The transition program runs over the course of a year and covers:

- 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, during which the children enjoy a tour of ESH Secondary with the S4 student mentors, as well as experiencing "taster" lessons to prepare pupils for the different teaching and learning styles at Secondary level.
- A sports day, involving mixed groups of P5 and S1 pupils.
- Secondary Mentor teacher visits at the end of P5, providing pupils with an information session about "Life at Secondary" and answer questions, face to face.
- Collaborative meetings between P5 teachers and S1 teachers to ensure a smooth and progressive academic transition for pupils to secondary.
- Administrative support for parents 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.

2.26.2. Transition Program for the Spanish Primary Students

It is the school's responsibility to provide a smooth transition from Primary to Secondary education for all pupils. For the children in the Spanish language section, a particular transition program has been created, as there is no Spanish Language section in the Secondary School. This transition program aims to prepare these pupils to continue their education in a different Language Section when entering the Secondary School. The transition program is implemented in P4 and P5, the last two years of the primary cycle.



SECONDARY SCHOOL



3

SECONDARY SCHOOL

3. Welcome to ESH Secondary

Our mission at ESH Secondary remains the same this year; to see our students and your children achieve and grow academically, personally, and socially and to develop all the skills and attributes they need to help shape the world of the future. We are looking forward to a year filled with hard work, excitement, joy, and pride with a focus on our shared core values of ambition, positivity and respect and a desire to continue learning throughout life.

As you will see from this Secondary School Guide and our school calendar, we have a very full programme of events planned to supplement the multilingual teaching and learning which is at the core of what we do. This is an excellent reference document, which, together with the policy documents found in the Parent Portal, will give you information and answer a lot of questions about the day-to-day running of the school. We will make every effort to keep you informed and updated and are happy to answer further questions. The European School is still growing, and I would like to take this opportunity to welcome new families, staff, and students to ESH. We hope that you will be very happy at ESH and will feel part of a vibrant, supportive, and culturally diverse community.

3.1. Contact information

European School The Hague Secondary
Oostduinlaan 50
2596JP Den Haag
Email: secondary@eshthe Hague.nl

3.1.1. Secondary Management contact information

Head of Secondary	Juliet Palmer	j.palmer@eshthe Hague.nl
Pastoral Care Team Leader	Michelle Sitskoorn	m.sitskoorn@eshthe Hague.nl
Educational Policies and Lifelong Learning Team Leader	Mineke von der Thüsen	m.vonderthusen@eshthe Hague.nl
Educational Policies and Lifelong Learning Team Leader	Chris Horn	c.horn@eshthe Hague.nl
Observation Cycle Team Leader	Rosica Koleva	r.koleva@eshthe Hague.nl
Pre-Orientation Cycle Team Leader	Sofia Iakovidou	s.iakovidou@eshthe Hague.nl
Orientation Cycle Team Leader	Joanna Serbrock	j.serbrock@eshthe Hague.nl

3.1.2. Operational contact information

General enquiries		secondary@eshthehague.nl
Absences		sec-absences@eshthehague.nl
Support		support@eshthehague.nl
Student confidentiality person	Jasper Fijnvandraat Irene Ruiperez	j.fijnvandraat@eshthehague.nl i.ruiperez@eshthehague.nl
Canteen		canteen@eshthehague.nl
Secondary PTA		pta-secondaryesh@eshthehague.nl
Secondary Participation Council		pcsec@eshthehague.nl

3.2. Communication with Parents and Students

General informational emails are sent to parents and students through SMS.

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 Team Leader.

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 Team Leader.

3.3. Absence Policy

All the policy documents outlined below are stored on the [Policies page](#) of the Parent Portal.

3.3.1. Absences - Students

We must abide by the 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, the *Leerplicht*. After a certain 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 school to arrange 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.

In the case of absence for sickness or due to an appointment:

- Please inform the reception in advance on 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.

Students who are 18 or over may decide to justify their absences themselves by opting out of the standard procedure. This implies responsibility for missed exams or B Tests falls solely to the student.

If you have any questions about absences, please contact the reception by email:

sec-absences@eshthehague.nl

3.3.1.1. Gifted and Talented students

Some students who follow special educational enrichment programs 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@eshthe Hague.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 programmes outside of school, a special contract will be drawn up to ensure the student does not fall behind in regular schoolwork.

3.3.2. 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 Parent Portal.

Absences planned in advance

- In most circumstances, the absent teacher provides cover work for every teaching period. The cover-work is uploaded in 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 and Innovation Hub (refer to 2).

Unforeseen absences

- Students go to the Learning and Innovation Hub
- S1-S3 students stay in the Learning and Innovation Hub
- S4-S7 students go to the Learning and Innovation Hub (within fifteen minutes of the beginning of the lesson) to be registered
- In most circumstances, the absent class teacher will provide cover work

Long Term Absences

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

3.4. Other policies

3.4.1. Mobile Device Policy and Agreements

The school's 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.

3.4.1.1. Laptop

All our Secondary students work with a laptop. Laptops especially for school use can be rented or purchased through school at The Rent Company at attractive conditions. You can also buy a laptop elsewhere.

How to apply: Our Admin team will send out a communication containing a flyer from The Rent Company. This flyer will contain a code (exclusive to the school) that will enable parents to purchase/ lease a laptop.

3.4.2. Positive Behaviour Policy

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 principals 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).

3.4.3. Anti-bullying

We are dedicated to preventing bullying in our school. Victims of bullying should contact their mentor, the confidentiality person or relevant Team Leader, who will investigate the situation. We also regard cyber-bullying as an area of concern. Please note that cyber-bullying is an illegal activity. The anti bullying coordinator at ESH is Michelle Sitskoorn (m.sitskoorn@eshthehague.nl)

3.4.4. 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. Please see the [ESH Drugs policy](#) for details.

The school will investigate any rumour about involvement with drugs or substances and reserves the right for a member of management to search bags, lockers or outer clothing and take possession of personal property if deemed necessary.

3.4.5. Lockers

Students in our Secondary can use a locker. For the rent of this we ask for a voluntary contribution. At the beginning of the school year, parents and students will be asked if they want to make use of this. If necessary, an unexpected locker check can be executed under the supervisions of a member of the management team or the police.

3.4.6. Student Charter

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

3.4.7. PE

Students are required to wear a school T-shirt, sports pants of their choice, and appropriate shoes (both indoor and outdoor sports shoes, distinct from their regular footwear). Please order the T-shirt [here](#) and, if necessary, other items as well. We uphold high standards and consider it crucial for students to learn about hygiene, safety, discipline, and respect.

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.

The priority in timetables for students are:

- We aim for younger students to start and finish as early as possible and have as few free periods as possible.
- Older students may begin later and end later. They may have more free periods than younger students. Due to the complexity of the timetables, the growth of the school and the large variety of options offered, some S6 and S7 lessons will take place in Period 11 (16:15-17:00)

S1-S2 Students		S3-S4 Students		S5-S6-S7 Students	
8:30	Period 1	8:30	Period 1	8:30	Period 1
9:15	Period 2	9:15	Period 2	9:15	Period 2
10:00	Break	10:00	Period 3	10:00	Period 3
10:15	Period 3	10:45	Break	10:45	Break
11:00	Period 4	11:00	Period 4	11:00	Period 4
11:45	Period 5 S1-S2 Lunch break*	11:45	Period 5	11:45	Period 5
12:30	Period 6	12:30	Period 6 S3-S4 Lunch break*	12:30	Period 6
13:15	Period 7	13:15	Period 7	13:15	Period 7 S5-S6-S7 Lunch break*
14:00	Period 8	14:00	Period 8	14:00	Period 8
14:15	Period 9	14:15	Period 9	14:15	Period 9
15:30	Period 10	15:30	Period 10	15:30	Period 10
				16:15	Period 11

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 textbooks 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, they are required to attend compulsory residential trips:

- The S2 Camp is an opportunity for the students to practice outdoor sports in a different set up and to strengthen their relationships with peers.
- 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.
- S5 Ecology trip - The S5 Ecology trip is an opportunity for students to explore aspects and raise awareness of biodiversity, ecology, evolution, systematics, climate change and sustainable development in the context of a field trip.
- The S6 Cultural trip is a trip Crete, the birthplace of European language and culture. The trip is for 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 Sciences, Ethics, Art, Music and Physical Education. Human Sciences 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 optional in S3. Latin is offered as an option from S2 onwards. If Latin is chosen, it needs to be taken until the end of the S3 cycle. If you study Latin, you do not have ICT in S3. In S2 and S3, students are given the opportunity to join the Wind band instead of their general music class. If Wind band is chosen, it needs to be taken until the end of the S3 cycle.

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

In this cycle, although a broad curriculum remains compulsory, students have some opportunity to personalise their course of study based on subject preferences. All students must continue with Language 1, Language 2 and Language 3. Next to their three languages, students must take Mathematics for 4 or 6 periods a week. Integrated Science is now split into three distinct science subjects Biology, Chemistry and Physics, that are studied in the language of the section. Human Science is split into History and Geography, that are studied in the student's second language, as is Ethics. Finally, students must choose a minimum of 4 periods to a maximum of 8 periods from the six option subjects below. The same timetable will apply in both the 4th and the 5th years. No changes of option subjects are allowed. Please note that the option courses running per year depends on student uptake and not all optional courses are guaranteed to run.

Compulsory subjects	Lessons per week
L1	4
L2	3
L3	3
Biology	2
Physics	2
Chemistry	2
Mathematics	4 or 6
Ethics in L2	1
Geography in L2	2
History in L2	2
Physical Education	2
Optional subjects	
Economics in L2	4
L4 (Spanish, Italian, French, German, Dutch)	4
Latin	4
ICT	2
Music	2
Art	2
Total	32 or 36

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 beyond. 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 Science, Technology and Society (STS). 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 of 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)				Complementary 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
Math 3	3P	Philosophy	2P	Biology	4P	Advanced Math	3P	ICT	2P
Or Math 5	5P	Biology	2P	Chemistry	4P			Lab Science	2P
Ethics	1P			Physics	4P			Music	2P
Sport	2P			Geography	4P			Advanced Sport	2P
Total	13-15P	Total	2-8P	History	4P			Language 5	2P
								Political Science	2P
(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.)				Philosophy	4P	(Advanced Maths only if Maths 5 is chosen in column 1)		(Advanced Maths only if Maths 5 is chosen in column 1)	
				Economics	4P				
				Latin	4P				
				Language 3	4P				
				Language 4	4P				

3.5.7. Careers Counsellor

Students can contact our Careers Counsellors, Pierre Drouot and Elodie Villier (French application), Danielle van Duin and Derk Jan Kool (Dutch application) and Caroline Emery (English application), 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 - apart from 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 four language sections (English, French, Dutch and German). 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 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, Czech, Latvian, Lithuanian 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, if the timetable allows this.

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).

- German section is open for S1, S2, S3, S4 and S5 students
- For S1, S2, S3, S4 and S5 students
- For students in S5 onwards

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 more significant role with regular homework, quiz and projects. 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. S1-S3 the grades will be between A – Fx and the passing grade is E.

3.7.2. Pre-Orientation Cycle S4 and S5

For the S4 and S5 cycle the grades will be between 10 and 0 and the passing grade is 5. In S4 students will mainly receive formative assessment in class which will contribute towards their A mark along with their effort, attitude and participation in lessons.

From S4 onwards, students have regular formal assessment. A student's B-Mark is based on the regular formal assessment. In S4 this generally takes the form of two 45 B-tests, it does differ for some specific subjects. In S5 compulsory subjects are assessed with two 90-minute Semester Exams. Optional subjects are generally assessed with two 45-minute B-tests. B-tests and Exams are formally scheduled by the school over a period of two weeks, twice a year. The tests themselves are written and marked by the subject teachers. Students receive an overall grade at the end of the year, a C grade.

The C grade takes all A and B marks into consideration (please note this is not an average mark).

3.7.3. Orientation Cycle S6 and S7

For S7, the grading system for individual subjects uses a 0 to 10 scale with 5.0 as a pass mark. 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 midsemester 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.

3.7.5. 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 Parent Portal of the website.

3.8. Beyond The Curriculum

3.8.1. 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 programme overview is available for review on the website and provides instructions on how to sign up to each activity.

3.8.2. Trips, Exchange Excursions and Events

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.

3.8.3. 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 mentors in mentor hour and through SMS to S5 parents and students. "Guidance in CV-writing and help with the search for an internship placement is done by the S5 mentors in close cooperation with the Team Leader.

3.8.4. 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.
- Kangaroo in Maths
- Space camp
- United Nation Models: students take part in different United Nation Models
- Model European Parliament

3.9. Student leadership

3.9.1. Students Representatives

Every two years, students have to elect every new student 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.

3.10. Secondary Participation Council

By law, every school in the Netherlands is linked with a medezeggenschapsraad (MR). This, translated to English, is a participation council (PC), where elected teacher and parent (and in Secondary also student) representatives are consulted by the school management on various matters concerning the management of the school. As prescribed by law, there are separate PCs for the Primary and Secondary schools and separate general participation councils (GMR) which deal with the Stichting's (Rijnland Lyceum Foundation) issues.

Meetings are open to all parents and staff. Details are shared before the meetings take place. Questions and concerns can be shared with the SPC via email pcsec@eshthe Hague.nl.

Parents	Staff	Students
Vacant – election to be held	Monica Pingo Almada (Secretary)	Andrea Nilsson
Vacant – election to be held	Olivier Schroder	Stratos Kotzagiorgis
	Nicole Meiners	
	Vacant – election to be held	

3.11. 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.

3.12. Secondary Parent Teacher Association

The Secondary PTA Board is comprised of five parents, a staff representative and a student representative, and we are always looking for more parents to join us!

We're an active association in the school. We are working closely with Secondary staff to explore how the Secondary PTA could further assist with the organisation of future events, bake sales and much more! The Secondary PTA Board is always happy to welcome new parents who would like to join the Board or would like to help out in any form, structurally or occasionally. If you are interested or have questions or ideas, please feel free to contact us via the [Secondary PTA e-mail](#).

3.13. Support

3.13.1. 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 few 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](#).

3.13.2. 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 Secondary 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 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.

Through the SWVZHW, we also have a collaboration with the OPDC (orthopedagogical didactic center) . The OPDC is an educational facility of the SWVZHW. They offer support for students to students between 12 and 18 years old for whom the school of origin is temporarily unable to offer sufficient support. Please visit [this link](#) for more information.

At ESH we approach support in the following way:

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 must 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 SWVZHW.

3.13.3. Special Arrangements

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.

3.13.4. 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.

3.13.5. 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 checkup.

3.13.6. Video Coaching

Video coaching means that at times school 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.

