Follow-up of the Whole School Inspection (WSI)

Developments since the WSI visit in European School of Brussels IV (Laeken)

Date: 11th to 15th November 2024

Inspection team:

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Recommendation 1 from the WSI report	
The school should further integrate the European dimension of education into the pupil career paths, ensuring it becomes a core component of teaching and learning within regular lessons and is present in projects and event celebrations.	
Column A. Activities planned by the school to make progress in the areas of recommendations **(Filled in by the school after receiving the report on the WSI).** **Goal:** Ensure that the European dimension becomes a core component of teaching and learning across all lessons and language sections, fostering mutual understanding and respect for diversity in a multicultural setting. --- **Action Plan** **1. SPECIFIC** *Embed the European dimension into regular lessons across all subjects and cycles.* - Develop a European Dimension Integration Framework (TEAM/ SharePoint) as a Multilingual Resources Hub for teachers to consult and supplement, outlining strategies and examples for embedding European themes, values, and history in their subject areas: - create or continue using the cross-language-section lesson collaboration and reflection to draft and refine common harmonised planning, ensuring teachers plan lessons that encourage	**Column B. School´s self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made).** **(Filled in by the school two years after the inspection).** **Comments and feedback concerning column B.** **(Filled in by the inspection team as a response to the self-evaluation).**

intercultural learning to heighten awareness of the shared European values, history and culture.

- o incorporate current affairs, case studies, and European cultural discussions into subjects such as Human Sciences, Literature, and Ethics/ Religion, as well as organising common projects by level, which enhance the cooperation among pupils from different language sections.
- o provide and share pedagogical resources such as translated texts, case studies, and videos relevant to the European context.

2. MEASURABLE

- Teacher planning: regularly audit the Common Harmonised Planning (CHP) across subjects and in the pupils' L1 to verify the integration of the European dimension in annual planning in all cycles.
- Pupil engagement surveys: conduct annual surveys to measure pupils' understanding and engagement with European themes.
- Classroom observations: as part of the statutory evaluations of teaching staff, track classroom practices annually to assess how well European values and content are incorporated into lessons.
- Participation metrics: record and analyse pupil involvement in inter-section collaborative activities and projects while communicating these initiatives more

widely with the whole school community via the weekly newsletter.

3. ACHIEVABLE
- Train teachers through **professional development workshops and the exchange of best practices,** which focus on embedding the European dimension into planning and teaching practices.
- Appoint **European Dimension Coordinators** at each cycle (Nursery, Primary, Secondary) to support teachers and monitor progress.
- Leverage existing projects, celebrations and events (e.g., El Canto, European Day of Languages, Europe Day, PhiloDay) to design classroom content that complements these initiatives.
- Revise the school calendar and pupils' agenda to include "awareness raising" days.
- Partner with local and European institutions to provide **guest speakers, workshops, and resources** that enrich lessons with practical European insights.

4. RELEVANT
This action plan supports the school's commitment to European values, fostering respect for diversity and mutual understanding in a multicultural setting. It aligns with:
- The school's **multilingual, multicultural mission.**
- **Whole School Evaluation recommendations** and the **Diversity Charter.**

- The school's Erasmus+ objectives promote the European dimension, diversity, and inclusion.

5. TIME-BOUND

- **Short-term**: develop the European Dimension Integration Framework and conduct initial staff training. Begin auditing the CHP and the whole school event calendar for projects and events that further promote and integrate the European Dimension into teaching and learning.
- **Medium-term**: implement teacher collaboration across sections, launch the Multilingual Resources Hub, and introduce European-themed lesson modules in select subjects.
- **Long-term**: Ensure the European dimension is continuously observable in all lessons, with clear evidence of inter-language collaboration. Host an end-of-year reflection meeting to assess progress and plan further improvements.

Key outcomes

1. Teachers consistently embed European values, themes, and content in lessons across all subjects.
2. Pupils engage in multicultural and multilingual collaborations, fostering mutual understanding.
3. Enhanced integration of the European dimension is evident in teaching and learning, supported by

measurable improvements in surveys and classroom observations. **Comments and feedback concerning column A.** **(Filled in by the inspection team as a response to the activities planned by the school).** The WSI Steering Committee welcomes the coherence of the proposed measures. Putting this plan into practice can have an impact on all stakeholders and make the European dimension visible in across all lessons, cycles and language sections.	

Recommendation 2 from the WSI report
Communicating clear, concise, and specific learning objectives should become a common pedagogical practice in all cycles, contributing to facilitating pupils' learning, autonomy, and motivation.

Column A. Activities planned by the school to make progress in the areas of recommendations (Filled in by the school after receiving the report on the WSI).	Column B. School´s self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made). (Filled in by the school two years after the inspection).
Goal: Ensure all teachers across cycles consistently communicate specific and measurable learning objectives to pupils, fostering clarity, motivation, and autonomy in their learning journeys. --- **Action Plan** **1. SPECIFIC** • Develop Learning Objective Guidelines (included in the CHP) outlining how to communicate objectives effectively across all subjects, levels, and cycles. • Incorporate specific, measurable, achievable objectives into all planning, ensuring alignment with the European School syllabus. This should include Common Harmonised Planning and Learning Plans for pupils in the educational support programme. • Develop teachers' competence in differentiating and individualising learning objectives to reflect the group's different learning attainment levels. • Introduce the practice of visibly sharing the learning objective at the beginning of a lesson, topic, or unit of work.	**Comments and feedback concerning column B.** **(Filled in by the inspection team as a response to the self-evaluation).**

- Explicitly link pupils' self-assessment awareness to learning objectives before and after learning sessions.
- Train teachers to frame objectives using age-appropriate language and link them to the 8 Key Competences and the European Dimension.

2. MEASURABLE

- Audit planning: evaluate the CHP yearly to ensure that the objectives are clearly stated and aligned with syllabus goals (logbook at the end of the CHP).
- Classroom observations: Conduct annual observations to assess whether teachers consistently communicate objectives at the beginning of lessons as part of the statutory evaluations of teaching staff.
- Pupil feedback: use pupil surveys (yearly/bi-annually) or focus groups (annually) to measure how well pupils understand and use the communicated learning objectives to guide their learning. Engage the focus group through the Student Council to assess if learning is meaningful (Lundy model).

3. ACHIEVABLE

- Host **professional development workshops** and **collaborative learning communities** for teachers on crafting and communicating learning objectives and coaching skills facilitated by internal experts or external trainers.
- Use **peer support groups**, where teachers share examples of practical objectives, lesson introductions,

and how they support students in setting their individual goals aligned with the objectives set by the teacher/curriculum.
- Planning **templates** are filled, including a mandatory "Learning Objectives" section.
- Establish a common template for announcing the topics and learning objectives linked to the self-assessment of previous knowledge (Secondary).

4. RELEVANT
- This initiative aligns with the school's goal of CHP, which is differentiated instruction and fosters autonomy and motivation in pupils. Clear learning objectives are crucial for achieving:
  - a structured and effective lesson delivery;
  - pupil engagement and active learning;
  - support for diverse learning needs and autonomy;
  - adherence to the New Teaching Standards.

5. TIME-BOUND
- **Short-term**: develop Learning Objective Guidelines and update CHP templates to include a focus on objectives. Begin professional development sessions to consolidate further and develop teachers' skills and competencies in this domain.
- **Medium-term**: roll out classroom practices for communicating objectives and conducting classroom observations.

- **Long-term**: ensure that lessons observed include clear, concise, and specific learning objectives, with documented improvement in pupil autonomy and motivation through surveys.

Key activities and strategies
1. **Professional development**:
    - Introduce reflection exercises to help teachers evaluate the impact of objectives on learning.
2. **Monitoring and feedback**:
    - Use classroom observations to track teacher adherence to the practice.
    - Provide post-observation feedback sessions, emphasising strengths and areas for improvement.
3. **Technology integration**:
    - Leverage ICT platforms (e.g., digital boards, virtual classrooms) to display and track learning objectives.
    - Provide training on using digital tools for communicating objectives interactively.
4. **Pupil Engagement**:
    - Encourage pupils to restate or reflect on the learning objectives at the end of lessons.
    - Incorporate self-assessment tools that are aligned with the objectives.

Key outcomes

1. **Teacher practice**:
   Teachers consistently communicate specific learning objectives, resulting in meaningful learning experiences for pupils.

2. **Pupil outcomes**:
   Pupils demonstrate greater understanding, autonomy, and motivation in their learning. They are able to set individual goals aligned with the objectives set by the teacher/ curriculum.

3. **Harmonization**:
   Learning objectives are integrated seamlessly into the planning across all cycles and sections.

Comments and feedback concerning column A.
(Filled in by the inspection team as a response to the activities planned by the school).

The WSI steering committee supports these initiatives, which are expected to enhance the communication of clear, concise, and specific learning objectives as a standard pedagogical practice across all educational cycles.
This approach will help improve students' learning, autonomy, and motivation.
The WSI steering committee value the clear formulation of these objectives. Additionally, the key activities, strategies, monitoring plan, and feedback are essential for supporting progress in this area.

Recommendation 3 from the WSI report	
Self-assessment and peer assessment should become common practices to help pupils understand themselves as learners and develop learning-to-learn competencies.	
Column A. Activities planned by the school to make progress in the areas of recommendations **(Filled in by the school after receiving the report on the WSI).** **Goal:** Embed self-assessment and peer assessment as standard practices in teaching and learning across all cycles to develop pupils' autonomy, reflective thinking, and learning-to-learn skills. --- **Action Plan** **1. SPECIFIC** *Standardise the use of self-assessment and peer-assessment strategies across the school.* - Develop a **Self-assessment and peer-assessment framework** outlining clear methodologies, tools, and expectations for teachers and pupils. - Integrate self-assessment (e.g., checklists, rubrics, reflective journals) and peer assessment (e.g., peer feedback forms, collaborative rubrics) into planning for all subjects. - Conduct professional development sessions for teachers to: ○ Enhance their understanding of self-assessment and peer-assessment techniques.	**Column B. School´s self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made).** **(Filled in by the school two years after the inspection).** **Comments and feedback concerning column B.** **(Filled in by the inspection team as a response to the self-evaluation).**

o Share best practices and create adaptable tools for different subjects and cycles. • Create dedicated time for reflection and feedback in lessons to ensure these assessments are meaningful and foster growth. **2. MEASURABLE** • **Lesson observations**: every academic year, the majority of observed lessons should include self-assessment or peer-assessment activities. • **Pupil surveys**: conduct annual surveys to evaluate pupils' perceptions of self-assessment and peer-assessment practices and their impact on learning. • **Assessment tools**: ensure that teachers use various self-assessment and peer-assessment methods (e.g., rubrics, journals) in their annual planning. • **Tracking progress**: use portfolios to document and track pupils' self-reflection and feedback contributions (Nursery and Primary). **3. ACHIEVABLE** • Use **existing digital tools** (Secondary) (TEAMS, OneNote…) to facilitate self-assessment (e.g., progress trackers, interactive feedback tools). • Provide **professional development** on designing age-appropriate self- and peer-assessment activities, with examples tailored to specific subjects and age groups.	

- Integrate self-assessment tools and resources into existing projects and cross-curricular activities to encourage practical application.
- Provide professional development on acquiring reflection skills for teachers as one of the core competencies in the teaching profession.

4. RELEVANT

This action plan supports:

- The school focuses on **competence-based and enquiry-based learning** by encouraging pupils to take ownership of their learning.
- The European Schools' goal is to develop **reflective, independent learners** who can effectively evaluate their progress and apply their knowledge.
- Feedback from inspectors highlighting the need for more extensive and varied use of self- and peer-assessment.

5. TIME-BOUND

- **Short-term**:
  - Develop the Self-Assessment and Peer-Assessment Framework.
  - Begin professional development and distribute templates and tools.
- **Medium-term**:
  - Pilot self- and peer-assessment practices in selected classes and gather feedback from teachers and pupils.

- o Conduct classroom observations to evaluate the implementation of these practices.
- **Long-term**:
  - o Scale successful practices across all cycles.
  - o Achieve a measurable increase in pupil engagement and self-awareness in annual surveys.
  - o Make reflection a common professional practice for pedagogical staff.

Key activities and strategies
1. **Professional development**:
   - o Host workshops on designing self-assessment rubrics, peer feedback tools, and reflective activities.
   - o Organise peer-learning sessions where teachers share effective strategies and outcomes.
2. **Integration with curriculum**:
   - o Embed self- and peer-assessment activities into subject-specific planning and cross-curricular projects.
   - o Use GLPs and ILPs to personalise assessment strategies for pupils with diverse educational needs.
3. **Pupil engagement**:
   - o Train pupils on giving constructive feedback and using assessment tools effectively.

- o Introduce reflection, where pupils evaluate their learning regularly.
- o Encourage discussions about learning goals and challenges during lessons to promote reflective thinking.
4. **Digital Tools and Resources**:
   - o Leverage platforms like TEAMS and OneNote for digital self-assessment (e.g., quizzes, progress tracking).
   - o Create instructional videos or interactive tutorials for teachers and pupils to explain assessment processes.

Key outcomes
1. **Teacher practice**:
   - o Teachers incorporate self-assessment and peer assessment regularly, promoting reflective and collaborative learning.
2. **Pupil outcomes**:
   - o Pupils demonstrate increased self-awareness, autonomy, and engagement in their learning.
   - o Reflective thinking and learning-to-learn competencies are visibly enhanced.
3. **School culture**:
   - o A culture of feedback and continuous improvement is established, benefiting pupils and teachers alike.

Comments and feedback concerning column A. (Filled in by the inspection team as a response to the activities planned by the school).	
Establishing a framework for self and peer evaluation linked to teachers' professional development is a positive starting point. This structuring of short, medium and long term initiatives provides coherence to the school's approach to implementing the recommendation of the inspection team.	