



Parents' Handbook

Native Level English Speaker Programme

Young Learners

Introduction

This handbook provides an overview of each of our Native Level English Speaker programme and indicates the progress that you can expect to see. Your support plays a key role in your child's success and we therefore encourage you to become involved as much as possible in your child's learning. Communication with parents of our Young Learners is very important to us, so please do not hesitate to contact us if you have any queries or to discuss the programme your child is following.

Please note that this programme takes place at all our centres at but not all class levels will necessarily be available at each centre.

Centre	Address	Phone Number
Colombettes	12, Chemin des Colombettes, 1202 Geneva	022 749 16 00 Administrative office. This number is answered Monday – Friday and all questions can be directly here.
WCC	150, Route de Ferney, 1218 Le Grand-Saconnex	076 804 77 81 This is a mobile number that will be answered on Wednesdays only . Please only call regarding emergencies or early or late drop offs and pick-ups.
Montbrillant	57, Rue de Montbrillant, 1202 Geneva	076 408 77 81 This is a mobile number that will be answered on Wednesdays only . Please only call regarding emergencies or early or late drop offs and pick-ups.

Parental support

Please help us by:

- arriving on time.
- collecting your child from his/her teacher immediately after the end of the lesson.
- ensuring the office has an up-to-date contact number for you in case of emergencies.
- giving the school **written** permission for your child to walk home alone or to be collected by another parent (even if this is an exceptional circumstance).
- encouraging your child's interest in English outside class.
- making sure your child:
 - brings along their folder and any course materials that they need for class
 - completes any homework tasks set by the teacher
 - is appropriately dressed (no shoes with wheels please!)
 - **belongings should be clearly labelled**
 - **brings a water bottle and pencil case which is labelled**
- informing us of any allergies, learning or behavioral difficulties your child may have.
- not bringing your child to class if he/she is feeling unwell or suffering from an infectious disease

Please note that the school does not take responsibility for personal belongings including bikes, scooters, helmets etc and that we do not have space at some centres to store scooters during lesson time. **This is particularly important at the Colombettes centre, and parents are asked not to leave scooters on the premises.**

Whilst the children are in our care, we are committed to ensuring that they are safe and happy in our classes. We have a strict health and safety policy to which our teachers adhere. Should your child be taken ill, or be involved in an accident which requires medical attention, the school will immediately inform a doctor or call for an ambulance as required. You will be immediately informed via the contact number that you give the school when you enroll your child.

It is therefore essential that these are kept up to date and you inform the school of any changes by calling the Young Learners number - 022 749 16 00 or by email – younglearners@bell-school.ch.

Student Welfare

Bell Switzerland is committed to promoting and safeguarding the welfare of children and young people and all staff are expected to share in our commitment. A strictly professional relationship therefore will be maintained with all students at all times, both during and after the programme.

Teacher responsibility

Bell Switzerland has a duty of care to our students while they are on the school premises. The teacher therefore, is responsible for ensuring that accidents are avoided. By this we mean taking basic common sense precautions on a day-to-day basis to ensure safety for our students. The following rules are followed:

- Children are never left on their own in the classroom.
- Teachers accompany the children to class - they are not allowed to enter classrooms until the teacher arrives.
- All the children leave the classroom with the teacher who accompanies them and sees that they are safely collected by their parents or carers.

Child Protection

Staff must report any complaints or concerns about the welfare or safety of a student under the age of 18 to the Designated Safeguarding Officer of the relevant site. The Designated Safeguarding Officer will report the concern to the Designated Safeguarding Lead, who will be responsible for leading the investigation, for decisions on staff or student suspension, for keeping a log of the case, communicating with relevant staff, and liaising with police and social services as necessary. Where external agencies request to take over the investigation, Bell Switzerland will follow their instructions.

Administration

What does the course fee include?

- Placement procedures to ensure that your child is in the correct class for his or her age and level.
- Worksheets and materials for arts and crafts.
- Biscuits during snack time if your child stays all morning or afternoon.
- Preparation for Cambridge language tests for children, if required.
- An annual parents' evening for face to face consultation with your child's teacher.
- A mid-term and final progress report.
- Access to and use of the school's library: reading books may be signed out but must be returned before another book can be borrowed. Parents must accept responsibility for any lost or damaged books by signing an acknowledgement form before books are borrowed.

Conditions of enrolment

The following terms and conditions are outlined in the enrolment agreement that you sign prior to the course. Please note them carefully as Bell Switzerland is unable to make exceptions or enter into separate agreements with individuals:

- Enrolment is for the academic year; enrolment from one term to the next is therefore **automatic** unless the school office is informed in **writing** four weeks before the end of the current term. Please note the dates carefully as parents are liable for the full fee after this date.
- The course fee for the term must be paid before the start of class.
- The first invoice that you receive will include a CHF 90 fee for materials. This is a one-off payment for the school year in question (From the time of enrolment to the end of June).
- Refunds are not given for part of the term for any reason including absence due to illness, holidays that do not coincide with official school holidays or withdrawal of a child from the course due to re-location.

Frequently asked questions

“Who should I talk to about course organization, the course programme, levels, placement and testing?”

Jenna Ajda Milich - YL Coordinator

Elaine Cash – Head of Young Learners and Nursery-Primary.

“Who should I talk to about invoices and payment of course fees?”

Meyriem Naim – Accounts Coordinator or **Sandra Montalto** – Finance Administration

“Who should I talk to in case of illness or absence, information concerning dates and future courses, orientation on the day of the course?”

Jenna Ajda Milich - YL Coordinator, (at WCC Wednesdays only, Colombettes on other days)

“Who should I talk to about all matters relating to centre policy and other Bell Switzerland services?”

Elaine Cash – Head of the Young Learners’ Department

Achraf Dorboz – General Manager

All of them can be contacted on **022 749 16 00** or by email at younglearners@bell-school.ch.

Please remember that the teachers are usually getting ready to teach either your child’s class or another class immediately before or after the lesson and may not be able to talk to you at this time. In this case please make an appointment to see the teacher via the contact information above, YL coordinator or with the Head of the Young Learner department.

Our Native Level English Speaker Programme

This is designed for children who **speak English fluently** but are educated in French or another language, and need help with vocabulary development, spelling, reading and writing. We have developed a programme especially for the needs of such children living in Geneva, based on materials used to promote literacy skills in British schools. It should be stressed that although 1.5 or 3 hours per week will certainly help children in developing their literacy, children will need further support at home in order to maintain their English level for their age

What are Key Stages?

The national curriculum in England is organised into blocks of years called 'Key Stages' (KS).

The Key Stages in our school are as follows:

Key Stage	Year groups in England	Classes in BELL	Ages (approx.)
Foundation Stage	Preschool / Reception Year	Primary 1 FS1 FS2	4-6
Key Stage 1	Years 1-2	KS1.1 KS1.2	6-8
Key Stage 2	Years 3-6	KS2.1 KS2.2 KS2.3 KS2.4	8-11
Key Stage 3	Years 7-9	KS3.1 KS3.2 KS3.3	11-14
Key Stage 4	Years 10-11	FCE CAE	14-16

Bell's language programmes for young learners:

- promote development in literacy even from the first Foundation Stage class.
- provide support to develop the children's creativity and potential at their own pace
- cater for different learning styles and make learning and developing their English skills an interesting and enjoyable experience.
- contribute to the development of the children's intellectual, social and motor skills and their emotional growth. As children learn best if the content is conveyed in an interesting and motivating way, and learning is linked with concrete action, movement, gesture or mime, students are given the chance to get involved in doing games, songs, chants, role-plays, puzzles & quizzes, creative writing projects and craft activities for some younger classes.
- arouse interest of children in different cultures and ways of life and establish open and positive attitude towards other peoples and countries.
- provide numerous meaningful possibilities for young learners to revise and recycle newly acquired vocabulary or knowledge.

Speaking

Children have a strong and natural need to speak. They are encouraged to do oral work in pairs or small groups but also to perform in front of the class, in reciting poems and rhymes or acting out dialogues and

scenes. Songs, chants and rhymes may also be used to give children the opportunity to gain experience with pronunciation and intonation.

Reading

Young learners first learn to read sounds and words through our letters and sounds programme, then short sentences and simple paragraphs containing familiar words and structures. Gradually, the complexity of the reading texts and tasks is increased and the children learn how to skim for gist, scan for information and to guess the meaning of new words from their context.

Writing

From the very beginning children are encouraged to undertake short writing tasks at an appropriate level. At Foundation levels this writing is at letter, word and then sentence level. However, at higher levels, it is important for children to progress beyond this, to learn writing as a creative skill and attempt composition; stories, reports, reviews, letters and plays.

Homework

Bell courses include homework as an integral part of the teaching programme because it:

- extends young learners' learning beyond classroom hours.
- enables consolidation and practice of the work done in the previous class.
- encourages learners' independence and self-study.

Regular spelling tests will be introduced from Foundation Stage 2.

Teachers respond to learners' homework as rapidly as possible and consider a wide range of options for providing correction and feedback.

Progress Monitoring

Teachers continually assess children's progress and will be able to tell you how your child is progressing at the parents' evening in the Spring term and will be able to offer advice about any concerns, or you may contact the Head of the Young Learners department.

There will be on-going assessment throughout the year, with summative of your child's progress in January and June. Progress reports will be sent out in January and June.

Course Overview

Our Primary age courses are based upon the English National Curriculum and we use books which are standard in UK schools. For our secondary age pupils we introduce a more international style of course book but still refer to the English National Curriculum for our programme of study.

Foundation Stage

Our Foundation Stage programme is taken from the UK Statutory Framework for the Early Years Foundation Stage. It focuses on providing opportunities for the students to develop confidence and skills in expressing themselves and to experience a rich language environment. The children also learn how to link sounds and letters and begin to read and write.

FS1 is the first level, where children learn the sound of letters and blend these sounds to begin reading. Alongside the phonics programme they learn to recognise High Frequency words (sight words), and both these programmes are brought together in The Oxford Reading Tree reading scheme. The children are given reading books to take home when the teacher feels the child is ready. Towards the end of the year we anticipate that the children will become emergent writers. Progression from FS1 will be to FS2.

FS2 is the second level of the Early Years Foundation Stage. Students review the phonics learnt in FS1 as well as continuing through the Letters and Sounds Programme. They develop their reading skills by continuing with the Oxford Reading Tree reading scheme, learning more High Frequency words and become more confident in using this knowledge in writing captions, labels and simple sentences. FS2 can also serve as an introduction year to accommodate older children who have no previous experience of phonics or reading and writing in English.

Nearly Native

Nearly Native is a new class we created due to the needs of our students. This course is following a similar curriculum as the Foundation Stages and has the same learning outcomes. This is for students who are not quite at the Native English level and need to further develop their range of vocabulary and speaking fluency. They will also be using the Oxford Reading Tree books and these books will play an important role in introducing new vocabulary and to increase speaking fluency by storytelling.

Key Stage 1

During Key Stage 1, pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and they also use language to explore their experiences and imaginary worlds. The children continue to develop their phonic awareness which helps with their writing as well as their reading. Our programme uses the Collins Primary Literacy range, supported by other material sourced by the teachers. Children will continue reading from the Oxford Reading Tree scheme and are introduced to other styles of reading books including non-fiction titles.

Key Stage 2

During Key Stage 2, pupils learn how to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language and non-literary texts and learn how language works. The Collins Primary Literacy range is continued in Key Stage 2 to achieve these aims and is supported with grammar and punctuation practice. A more international approach to English may be introduced at the end of this Key Stage. Children may continue to borrow reading books from a diverse range of fiction and non-fiction titles.

Key Stage 3

At this secondary school level, learners follow an English course with international influences and use a range of texts from across the world. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. This helps them to understand how language works and enables them to choose and adapt what they say and write in different situations. Pupils begin to develop the speaking, listening, reading and writing skills that they will need to participate in both society and in employment.

Workshops

English Explorers

English Explorers is an add-on workshop for students aged 8-12 that are already in a 90-minute class on Wednesdays. By adding on English Explorers students will have a 3-hour class and extra exposure and practice learning in English.

English Explorers will study other subjects in English such as Science, History and Social Studies through activities which will include cooking, creative arts, fact-finding, drama, music and themed projects. Includes topics such as: Ancient Egypt, Famous Authors, Fossils, Jungle Explorers, Amazing Americas, etc.

Advanced General English

For older students of 15-18 years we have an Advanced General English class available (subject to demand) on a weekday evening. It aims to develop a range of language and study skills to enable students to

function successfully in academic situations as well as provide an opportunity for continued study in English prior to or post Cambridge exams.

The Bell Way

Learning The Bell Way. Your path to success.

Wherever you want to go in life, the global language of English will help you get there and by choosing Bell, you've selected the best educational start possible.

Our unique teaching approach has been influenced by six decades of experience and shaped by an Emeritus Professor from the University of Cambridge.

The six principles below are our commitment to your success; they will make you a better learner, build your confidence and ensure you achieve your learning goals.

High Expectations

We want you to be the best you can be

Our teachers will always give you their best and we expect the same from you.

Clarity of Learning

We will show you a clear path to your goals

In every lesson and activity, you will know exactly what your aims are, how to achieve them and what to do next.

Unique Individual

We will adapt your learning to suit you

Your teacher will work with you to create a personal study plan, designed around your goals.

Learning Everywhere

We will help you to learn everywhere

We will show you how to achieve your goals faster by including learning in every part of your day.

Assessment as Learning

We will give you regular feedback

You will work with your teacher to review your successes and identify areas for development to ensure you succeed.

Organisational Learning

We believe in the importance of education

We never stop learning or striving to be the best we can be, setting ourselves high expectations and challenging goals, just like the ones we set you.

Private lessons

Private lessons on an individual or small group basis are available on demand to complement the academic year or to work on specific areas of learning. These lessons are arranged 'à la carte', between the student / parent / teacher to meet the individual learning needs of the student. Please contact the Head of YL or YL Coordinator for more information.

Autumn, Winter and Summer Programme

Bell Switzerland runs a summer programme for 6 weeks over the months of July and August. Enrolment is for the week, for half or full days and has become increasingly popular for native-English speakers. Children work in English through themes such as On Safari, Green Planet and Under the Sea or based on appropriately chosen story books.

We also offer one week courses during the October and February school holidays.

External Exams

We give all learners the opportunity to take a Cambridge examination when they are ready to do so. These exams are designed for non-native speakers of English, to be used as proof of their academic level of English and are good way to motivate your children to continue learning and developing their English skills.

Young Learners and Teens need to be both linguistically and developmentally ready to take examinations such as these. For this reason we do not recommend an examination for every learner, but only for those whom taking such an examination would be a positive and motivating experience.

We offer children aged from 7-12 the chance to take the Cambridge Young Learners English Tests - Starters, Movers and Flyers. These tests provide a gentle introduction to public exams and research shows that children find the tests highly motivating. They aim to:

- sample relevant and meaningful language use
- measure ability accurately and fairly
- present a positive impression of international tests
- promote and encourage effective learning and teaching

These exams are organised by Bell and take place on our premises.

The tests also act as a stepping stone to the Cambridge ESOL exams; the highest level YL test, Flyers is approximately equivalent in language level to KET (Key English Test) and can serve as an appropriate bridge to ESOL and a step leading to PET (Preliminary English Test) or FCE (First Certificate) as learners move into adolescence. Cambridge ESOL exams are internationally recognized and give students essential English skills for life, helping to improve their opportunities for work, study and travel.

If you are unsure as to whether your child should take an exam, we will be happy to talk to you to assist you in your decision. Please note that the decision whether to enter your child into the Cambridge exams is yours entirely and you are responsible for enrolling your child. There will be no pressure from the school if your child is not entered.

These exams are organized by the Cambridge English Examinations' office in Geneva and the registration process is done directly through them. You can find more information about the Cambridge exams on their website www.cambridgeenglish-geneva.ch.

Bell Young Learners

Courses in the UK

Every year, over 80,000 young learners come to Bell International to learn English, make new friends from around the world, and have lots of fun! We offer a choice of English language courses for students aged 8-17 years, all of which take place at prestigious schools in the UK.

Why choose Bell Young Learners?

With Bell Young Learners, you get a complete package of academic excellence and exceptional student care. We combine expert teaching with a fantastic choice of supervised sports and activities, well organised visits to interesting places, and a carefully planned social programme – so students enjoy a quality learning experience, from breakfast until bedtime.

The very best in English language teaching

Our teachers are fully-qualified and provide the highest standards of English language teaching. We regularly monitor your child's progress, and small classes ensure they receive a lot of individual attention. Our teachers make lessons enjoyable and interactive – because children learn best when they are having fun!

Exceptional levels of safety, security and student care

We take great care to ensure children feel welcome and happy at all times. We provide comprehensive supervision from the moment we collect them at the airport until they go home again. Our schools are safe and secure, and medical staff are always on call. On-site, there is at least one member of Bell staff for every six children, and all staff have been police-checked.

Outstanding learning resources and facilities

We provide excellent resources and facilities to support your child's learning. We have well-equipped classrooms, a broad range of quality study materials (some specially produced by our own teachers) and IT centres offering the latest information technology plus free internet and email access. All our schools offer a wide variety of sports and activities, such as arts & crafts, tennis and swimming.

Over 70 different nationalities

Your child will meet other children from all over the world, giving them a wonderful opportunity to learn about new cultures and different countries. Last year we welcomed over 70 different nationalities across courses.

If you'd like more information, talk to Jenna Ajda Milich or Elaine Cash on 022 749 16 00 or email younglearners@bell-school.ch. Alternatively visit <https://www.bellenglish.com/>

We hope that these guidelines will be helpful to ensure the smooth running of the Young Learner course and would like to thank you for the confidence you have shown in our services. It is always a pleasure for us to teach your child /children and therefore to contribute to their education.

Sincerely,

Bell Switzerland Young Learners Team

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