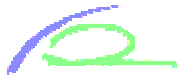




**International Learning and Research Centre**



**Anglo-French Strategic Partnership  
Académie d'Orléans-Tours (France) and the International  
Learning and Research Centre (UK)  
(2009-2012)**

**This report is the final evaluation for the Contact Seminar, funded by the British Council, Area Links Funding scheme, on behalf of the DfE, under the Anglo-French Education Agreement. The Contact Seminar was held in Tours, 8-11 June 2010.**

**The report includes details of all project activity, highlights outcomes, provides a summary of draft school partnership projects and comments on professional development gains. It includes a sample of evaluations from individual participants.**

### **Project activity**

#### **Introduction**

**The International Learning and Research Centre has long standing educational partnerships in the Orléans-Tours region of France. As a result of this, an Anglo-French Strategic Partnership has been established between the International Learning and Research Centre and the Académie Orléans-Tours. The British Council agreed to an allocation of Area Links Funding for a Contact Seminar to be held in Tours, 8-11 June, 2010.**

#### **Planning before the Contact Seminar**

**The International Learning and Research Centre invited a new group of twelve primary schools in Wiltshire and Bath and North East Somerset to establish and sustain Anglo-French school partnerships.**

Preliminary meetings had taken place, during the Autumn Term 2009. Headteachers were invited to express an interest in joining the group of schools that would be involved in the Anglo-French Strategic Partnership, 2009-2012 in order that the children should be enabled to work on joint curriculum projects with the aim of increasing opportunities for developing language learning and intercultural understanding.

## **Contact Seminar hosted by the International Learning and Research Centre, 13 – 16 October 2009.**

From 13-16 October 2009 the French Inspector, the French adviser and ten teachers from Tours made a visit to the International Learning and Research Centre. The Inspector and Adviser visited all of the UK schools. The teachers involved took part in a whole day seminar at the International Learning and Research Centre. The UK and French teachers worked collaboratively on joint curriculum planning for the academic year. Teachers from the UK schools hosted their Anglo-French partnership colleagues either in their own homes or by arrangement with other colleagues.

### **School Visits**

The French teachers spent two days in their English partner schools. The French Inspector and the Languages Adviser visited all of the schools. The purpose of these visits was to enable the French group to meet and talk with the Headteachers, staff and children, to learn more about the schools and their settings. They were able to discuss education in English primary schools, the curriculum and the plans for language learning. Information was given about the National Languages Strategy and the language learning curriculum. The aims of the National Languages Strategy and the KS2 Framework for Languages were discussed, including the importance of developing the strand of intercultural understanding alongside the language learning activities. Sustained partner links with a school in another country is a key feature of the national policy for languages.

Aims for the Anglo-French Partnership were discussed and agreed by the French and English participants. *See Appendix 1*

There were twelve UK primary schools in bi-lateral partnerships with the French primary schools. *See Appendix 2*

Letters of commitment were issued to the schools. The Head Teachers signed and returned these, committing the school to a three year involvement in the Anglo-French partnership. *See Appendix 3 and Appendix 4*

### **Evaluative Comments based on the planning during the Autumn Term 2009 and the Spring Term 2010 in preparation for the Contact Seminar held in Tours:**

- **the Anglo-French Partnership Group Project Co-ordinator had ‘information giving’ discussions with Headteachers and MFL teachers in the primary schools very early in the planning process. This proved to be a key strategy in ensuring the success of schools’ involvement in the Anglo-French partnerships. Teachers felt they had the full approval and support of their Head Teacher for the planning work they would do and the Anglo-French partnership activities which were to take place in the classrooms.**
- **the need for French school partnerships was identified and directly related to national policy, the strands of the KS2 Framework for Languages, the QCA KS2 Scheme of Work for French and the Junior version of the European Languages Portfolio. This ensured that the partnership activities would be firmly rooted in on-going language teaching and learning and therefore relevant to the children. This practice ensured that there would be time within the curriculum for Anglo-French partnership projects and activities.**

- **The Senior Consultant matched the English and French schools before the Contact Seminar in October 2009. This was most beneficial as the ten visiting French teachers could then spend two days in their English partner schools.**
- **the French inspector, adviser and teachers, accompanied by the Senior Consultant and the Wiltshire Local Authority Consultant for Languages, visited all of the partner schools and found the discussions and school visits extremely informative. They commented on how useful it was to see the English primary schools, to consider the curriculum for KS1 and KS2, to find out about language learning methodology in the UK and to talk to the teachers about their aims for the partnerships. This opportunity for observation, discussion and reflection enabled them to seek to find the answers to many questions they had about English education in general, the partnership schools in particular and the teachers and children involved. This had a direct impact on the planning process.**
- **to be able to discuss the aims of the partnership together during the initial Contact Seminar was a key strategy which gave all parties ownership of the aims of the Anglo-French partnership. Aims are more likely to be adhered to when everyone following them has had a part to play in agreeing them.**
- **in requiring Head Teachers, in the participating Primary Schools, to sign a Letter of Commitment for three years the aim was to ensure that, regardless of staff changes, the school will maintain the Anglo-French partnership and continue to plan activities to be enjoyed by the children. This is an important sustainability strategy.**

### **Planning for the Contact Seminar in Tours**

Letters were sent to all twelve UK primary schools (eleven in Wiltshire Local Authority and one in Bath and North East Somerset) explaining the opportunity which was available and inviting participation in the Contact Seminar to be held in June 2010 in Tours. It was explained that this visit would be part funded by the British Council Area Links Funding with an allocation of £275 per school, and the commitment which would be necessary as a result. Planning meetings were held at the International Learning and Research Centre and in one of the centrally located Wiltshire primary schools. Details of the visit were discussed, arrangements made for travel and visits to the French partner primary schools were planned. Detailed and careful planning for this visit was a key feature of all meetings. *See Appendix 5*

Detailed planning for curriculum activities was completed by teachers in both the English and French primary schools in advance of the visit to Tours.

Further detailed planning had taken place between the Senior Consultant at the International Learning and Research Centre who is the Anglo-French Partnership 2009-2012 Group Co-ordinator and Catherine Dupin, the French Languages Adviser responsible for the Anglo-French Partnership 2009-2012 in Tours, in order to plan the very best use of time during the Anglo-French partnership visit to Tours. *See Appendix 6*

### **Evaluative Comments based on the planning for the Contact Seminar held in Tours:**

- **giving schools all the information by letter, well in advance of the date in June 2010 when the Contact Seminar to be held in Tours would take place, enabled Head Teachers to plan carefully for establishing the partnership and to consider sustainability with their staff teams**
- **the teachers participating in the Anglo-French partnership gained strength from being a member of the group of twelve primary schools. Through working together to achieve specific agreed aims within the Anglo-French partnerships the teachers were able to plan the activities in their own school settings**

- **feedback evidence indicates that the teachers appreciated the support offered, by the Co-ordinator, at every stage during the planning for the visit to Tours and whilst in Tours**
- **the thorough and detailed planning which took place between the French and the English Co-ordinators ensured that the programme made full use of the time available for both the English visiting teachers and Co-ordinator and the French inspector, advisers and teachers who hosted the visit**
- **the allocation of funding was planned in detail well in advance of the Contact Seminar. This resulted in clear knowledge for teachers and the Co-ordinator of the funding and when, where and how it would be allocated within all Contact Seminar activities.**

### **The Contact Seminar in Tours, 8-11 June 2010**

Ten participants visited their French partner teachers and schools in Tours and the surrounding area. The teachers were accompanied by Jo Cole, Anglo-French Partnership Co-ordinator, Senior Consultant at the International Learning and Research Centre and Trevor Davies, Wiltshire Primary Languages Co-ordinator.

The teachers were representing ten of the twelve UK primary schools in the Anglo-French partnership 2009-2012 group. The Anglo-French Partnerships had been set up with the purpose of establishing sustainable school partnerships which will enable UK children to take part in shared activities with children in a partner French class. The children will exchange project ideas and activities. This will increase their linguistic competence and support the development of their inter-cultural understanding.

**The Programme for the visit included a range of planned activities designed to enable the teachers to work together to plan their partnership projects and to work together in the school settings.**

### **PROGRAMME DETAILS**

**Tuesday 8 June, travel day**

**Wednesday 9 June, seminar day**

**Thursday 10 and Friday 11 June, two whole days in the partnership schools**

Each UK teacher stayed with their partnership teacher and spent two days in their partner school. They had an introduction to the school, they met staff and carried out observations in the classrooms. During both days they took the opportunity to further plan their joint projects. The UK teachers presented themselves, their class and school to the French children. Items presented included school uniform, school brochure and photographs of the school as well as story books, CDs and project work from the children. They brought food for the children to taste, letters and pictures from their classes and gifts for the children. The teachers taught or participated in many English lessons.

In order to gain an overview of the French schools in the Partnership the Anglo-French Partnership Co-ordinator and the Wiltshire Primary Languages Co-ordinator visited all of the French primary schools with Catherine Dupin and Fleurette Barranco (the French Language Teaching Advisers) During these school visits the Anglo-French Partnership Co-ordinator was able to see a wide range of partnership schools, in Tours and in surrounding towns and villages, and to meet the teachers and children in each school.

### **Wednesday 9 June 2010**

The French and English teachers took part in a planning seminar in Tours. The programme included:

- a formal welcome by M Rouyer, National Inspector, responsible for languages in Indre et Loire
- a presentation by Jo Cole on how 'What makes a great Anglo-French Partnership'
- presentations by the teachers of their work since Autumn 2009
- planning time and discussion

#### **Further details of presentations:**

The aim was to provide information for the partnership teachers about general good practice for ensuring the partnership itself is solid and is owned by the school and not just the individual teachers:

- guidelines on developing a partnership agreement
- involving other members of staff
- setting up communication patterns
- examples of 'good practice' in terms of projects
- developing action plans for the partnership

The teachers had planning and discussion time both as a whole group and in their partnerships. They worked on the development of their projects and definition of the practicalities of the links for the remaining weeks of the current academic year and for 2010-2011.

#### **Evaluative Comments based on the Contact Seminar in Tours:**

- **the identification of curriculum links prior to visiting France enabled the best use of discussion time for the teachers involved. The language learning opportunities and aspects of intercultural understanding that were to be covered in the first partnership activities were quickly agreed.**
- **it was noticeable that because the teachers had already started to correspond by e-mail and the children in the partner classes had exchanged activities during the current academic year the relationships were extremely productive when they started to work together in France**
- **during the seminar day the teachers had the opportunity to get to know their French partner teacher in a structured situation and more was achieved**
- **the activities aimed at showing how to plan interesting curriculum projects, had the effect of helping the teachers realise that this partnership would be one of great possibilities for their classes**
- **the impact of the programme was such that the teachers felt supported in extending their planning to include further possibilities**
- **the teachers gathered a great deal of additional practical ideas for partnership activities to add to their original planning and therefore the opportunities offered to the children will be enriched**
- **it was the first time that most of the teachers had spent time in a French primary school so the periods of reflection at the end of each day were very important for them to be able to synthesise all that they had observed**
- **the teachers learned a great deal about the French education system and could compare what they had seen with teachers who were in different schools. This led to**

**a realisation that it is impossible to make generalisations based on visiting one primary school.**

- **the hospitality shown by all the French partner teachers was much appreciated. The effect of this was that the teachers were able to spend the maximum amount of time in their partner teacher's classrooms.**

### **Outcomes**

- signed statements of commitment were received from all participating schools
- detailed Action Plans were completed by the French and English teachers working in partnership
- copies of all planning documents were made and circulated to all participating schools and the Anglo-French Partnership co-ordinator

### **Evaluative Comments based on the Outcomes:**

- **the statements of commitment signed by the Head Teachers are extremely important as in these there is the expressed intention to establish and sustain the partnership for three years, so that everyone feels it is worth investing time and energy**
- **the creation of planning templates with the French Co-ordinator in advance of the Seminar ensured that these fitted with the type of planning with which teachers in both countries were familiar**
- **acting quickly on returning from France was important. The Action Plans were copied and returned to the teachers.**

### **Examples of activities planned for the children in Anglo-French Partnership classes**

- exchanging class photographs and letters of greeting at the start of the new school year to link with European Day of Languages celebrations
- to share information on special events during the year eg Hallowe'en and Guy Fawkes night
- to share how festivals are celebrated eg Christmas and Easter
- to swap information about traditions with food at home and at school
- six things that represent England and France
- make simple identity cards to send to each other
- Story Making 'Jacques le Gourmand' story map
- digital projects eg making videos to send to introduce each other
- story telling using stories like 'Handa's Surprise' and 'Little Red Riding Hood'
- an art based project planned in close collaboration with the French partnership teacher
- history of the area
- research on famous English and French artists
- exchange pictures completed by both classes
- paintings in the style of English and French painters with three important points of information about them
- life in the classroom-timetable and daily routine
- our town and transport
- make a story between the children
- swap information on hobbies, fears, hopes and what they are good at in Year 6
- geography of Britain and France
- Christmas-cards, menus, recipes
- e-mail cultural habits (uniform, breakfast and Easter) and traditional games
- photos and explanations of sports pupils do in both schools

- sports competition between pupils eg send results of 40m and 100m sprints by e-mail
- e-mail exchange based on the move to secondary school and what they are looking forward to
- postcards – to introduce themselves, photos of holidays, exchange pictures and display on a large map in the classroom
- boxes - families to be invited to make up a box containing six items to represent UK/France. Best to be chosen and posted. (families could also post their own if they wish)
- webcam link-each child to stand up and say their name and age in French
- exchange Easter cards, recipes, traditions
- English food-send small parcel of traditional food eaten at breakfast, lunch, dinner
- webcam exchange-class to present a typical English song/rhyme as well as a French song/rhyme learned during the year
- a ‘Day in the life...’ home/school/timetable/uniform/playground games
- healthy eating-compare menus in France and England
- author study (Roald Dahl?) compare titles, story maps
- cultural activity – pupils create artistic response to classical music piece
- study English and French artists and create work in the style of that artist (classical and modern)
- set up intercultural event days to be held across each school (to be trialled in Term 6 2009-2010)
- investigate setting up a blog in English school
- regular e-mails between teachers and children

**Evaluative Comments based on activities planned for the Anglo-French partnership group classes:**

- **the activities planned indicate that cross-curricular links are already being made which will lead to language learning becoming embedded in the curriculum**
- **the activities planned show that there is knowledge of the ICT facilities available in the partner schools**
- **e-mail contact has been established between the partner teachers and this will be a key to good communication. On the planning documents the teachers have agreed how frequently they will expect to send and receive e-mails. This strategy will help maintain regular and effective communication.**
- **the activities show recognition that festivals and special events in the year are excellent vehicles for developing the children’s inter-cultural understanding. The teachers recognised the enjoyment the children would gain from sharing their experiences at specific times of year.**
- **opportunities for developing Literacy skills are noticeable in the planned activities eg sending letters, captioning photos and writing recipes**
- **it was recognised by all the teachers that giving the children the opportunity to write, draw and generally communicate with a real audience for a real purpose is extremely motivating and the teachers are keen to capitalise on this. Children in the partner classes will build a sense of excitement and enthusiasm for language learning when sending and receiving letters, e-mails, DVDs, photos, stories and rhymes**

**Comments related to any professional gains**

The French Inspector and French Advisers responsible for planning and leading the Anglo-French Partnerships 2009-2010 provided feedback in writing.

***Appendix 8 and 9***

They worked extremely closely with the group during the visit. All the practical arrangements had been made by the French Advisers for the 2009-2012 Anglo-French Partnership.

#### **Evaluative Comments relating to the professional gains:**

- **the professional gains in terms of Continuing Professional Development for all the teachers involved were apparent. The teachers commented on how useful it was to be immersed in school life in a French school, to be speaking French for almost the entire time and to be finding out about French education first-hand. This increased knowledge and competence, boosted their confidence as non-specialist classroom teachers of French and, in line with national policy, will directly contribute to capacity building in primary phase.**
- **all of the teachers had the opportunity to live in their partner teacher's home for three nights and they had really appreciated the opportunity to spend time with a French family. This will form part of their increasing knowledge bank about life and culture in France and be interesting for their pupils to learn from. The experience of staying in partner teachers' homes was referred to in the feedback and evaluations completed by the teachers on their return. It was recognised that the valuable opportunity to experience life in a French family deepened the teachers' inter-cultural understanding. For example, the whole family shared breakfast or the evening meal together. Similarities and differences in ways of life and education systems were discussed and ideas shared.**
- **the teachers learned to think flexibly about their own practice and several of the host teachers commented that it had helped them see their own practice through the eyes of others. This two-way dialogue about methodology and pedagogy was a direct and beneficial outcome in terms of the teacher's personal learning about education in both countries and language teaching and learning strategies.**
- **the personal friendships and professional relationships established during the Contact Seminar between the teachers in the UK group will support and strengthen the members of the group through the three years of follow up meetings and activities**
- **the relationships the Contact Seminar enabled between the UK and the French teachers have firmly established the project activities and their place in the school timetable for the rest of this academic year and into the 2010-2011 academic year. The flexibility shown by all teachers during the discussions at the planning stage has helped achievable aims, activities and outcomes to be identified.**
- **both French and English teachers found it valuable to see the ICT facilities available in the classroom so that realistic plans were made for the use of ICT within the projects**
- **the relationship between the partnership Co-ordinators has led to regular communication about activities for the third group of schools. This has underpinned the development of the Strategic Partnership.**
- **preparatory discussion for an Anglo-French Partnership 2010-2013 will take place with the Primary Languages Co-ordinator, Wiltshire Local Authority. The leadership of the Partnership Group would need to be funded.**

#### **A sample of evaluations from individual participants**

The teachers who were funded to take part in this Contact seminar in Tours learned much from the experience. Their feedback, provided directly after the visit, indicates that a great deal of professional reflection and learning had taken place. They had taken every opportunity during the visit to Tours to learn about the French education system, to find out about their

French partner primary school and to work with the class with whom their own class had been linked.

#### **Evaluative Comments based on the evaluations from individual participants**

- **the sense of enjoyment expressed by all participants has led to increased enthusiasm and motivation for providing the opportunities available for the children through the Anglo-French partnerships. This will have a direct impact upon the enjoyment and enthusiasm for language learning developing in the children in the partnership classes.**

#### **Summary**

The Anglo-French Partnership 2009-2012 has been established successfully and strong and sustainable partnerships for twelve UK primary schools have been achieved.

The Contact Seminar in Tours was thought to be extremely successful by the French Inspector, the Advisors and the participating teachers.

A follow up meeting for all the teachers in the Anglo-French partnership group took place at Bellefield Primary School, Wiltshire on Monday 28 June 2010. All participating teachers attended this meeting.

#### **Evaluative Comments based on the Summary:**

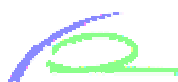
- **teachers in the participating schools were encouraged to log successful activities and the outcomes of these in terms of teaching and learning strategies. Teachers will be encouraged to collect evidence and bring this to the meetings. Replication by others in the group will occur, as a result of seeing, discussing and reflecting upon, good practice.**
- **it is the intention to hold a minimum of three Anglo-French partnership group support meetings throughout the 2010-2011 academic year. These will be planned and led by Jo Cole, Senior Consultant at the International Learning and Research Centre, Co-ordinator of the Anglo-French Partnership group. The dates for all three meetings have been finalised and will be circulated to all participating schools. The programme for each meeting will include information giving, contributions from the teachers, sharing successes, discussion of any issues arising and solution finding reflection and discussions. This strategy will help sustain rich and productive school to school partnerships.**
- **the Strategic Partnership has stimulated interest in the International School Award. Consequently, information about the International School Award will be given and specific information made available to any school expressing an interest in making an application for Level 2 or 3 of the Award**



**International Learning and Research Centre**



*Appendix 1*

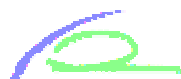


**Académie d'Orléans-Tours  
and the International Learning and Research Centre**

### **Anglo-French Strategic Partnership**

#### **Aims**

- to develop further collaboration between the Académie of Orléans-Tours and the International Learning and Research Centre
- to develop school partnerships at both primary and secondary school level in order to promote joint projects
- to develop participation in language learning
- to enable teachers to visit the partner country
- to establish school-to-school partnership links which will develop joint curriculum project work
- to ensure that schools make an initial three year commitment to the Anglo-French Partnership
- to encourage the enjoyment of all learners participating in this strategic partnership



Appendix 2



**Anglo-French Strategic Partnership, 2009-2012  
(Orléans-Tours) Académie of Indre-et-Loire  
and Wiltshire Primary Schools with the International Learning and Research Centre  
Schools highlighted are involved in the visit to Tours, 8-11 June 2010**

WHO	CLASS LEVEL	UK teacher and school	WHERE	WHAT	Adresse mail
<b>GONDANGE Stéphanie</b>	<b>CE1 7 years old</b>	<b>Gordon Nunn: St Peter's Primary School, Chippenham gnunn@st-peters.wilts.sch.uk</b>	<b>Saint Avertin (very close to Tours) école Christophe Plantin 9 classes+one class specialized for children with language disturbance</b>	<b>Daily way of life Common projects: garden, art, storymaking</b>	<b><u><a href="mailto:Stephanie@gondange.com">Stephanie@gondange.com</a></u> <u><a href="mailto:ec-brulon-plantin-saint-avertin@ac-orleans-tours.fr">ec-brulon-plantin-saint-avertin@ac-orleans-tours.fr</a></u></b>
<b>LEFRESNE Renaud</b>	<b>CM2 (10 years old)</b>		<b>Tours Ecole Claude Bernard 11 classes +one specialized class</b>	<b>History of the city e-mail</b>	<b><u><a href="mailto:r.lefresne@laposte.net">r.lefresne@laposte.net</a></u></b>
<b>PLOUCHARD Delphine</b>	<b>CM2 (10 years old)</b>	<b>Sophie Hughes, Sorrelle Le Cornu, Andrew Henstridge: St Sampsons Primary School slecornu@st-sampsons-jun.wilts.sch.uk, head@st-sampsons-jun.wilts.sch.uk</b>	<b>Right in the centre of Tours Ecole St Claude Bernard (12 classes)</b>	<b>Culture about Tours</b>	<b><u><a href="mailto:delphine.plouch@hotmail.fr">delphine.plouch@hotmail.fr</a></u> <u><a href="mailto:ec-claude-bernard-tours@ac-orleans-tours.fr">ec-claude-bernard-tours@ac-orleans-tours.fr</a></u></b>

WHO	CLASS LEVEL	UK teacher and school	WHERE	WHAT	Adresse mail
<b>NEAU Carine</b>	<b>CM2 (10 years old)</b>	<b>Jo Lewis:</b> <b>Walwayne Court Primary School</b> jlewis@walwaynecourt.wilts.sch.uk	<b>Chambray les Tours (very close to Tours)</b> <b>École Jean Moulin</b>	<b>A day at school, geography, government</b>	<b><a href="mailto:cneau@dbmail.com">cneau@dbmail.com</a></b> <b><a href="mailto:ec-jean-moulin-chambray-les-tours@ac-orleans-tours.fr">ec-jean-moulin-chambray-les-tours@ac-orleans-tours.fr</a></b>
<b>AUCHER Laurence</b>	<b>CE2 ( 8 years old)</b>	<b>Sarah Bennett:</b> <b>St Mary's Primary School, Broughton Gifford</b> <a href="mailto:headteacher@broughtongifford.wilts.sch.uk">headteacher@broughtongifford.wilts.sch.uk</a> <a href="mailto:ivor.bennett@dunelm.org.uk">ivor.bennett@dunelm.org.uk</a>	<b>Savonnières (close to Tours)</b> <b>École deSavonnières</b> <b>8 classes</b>	<b>A day at school</b> <b>A day at home</b> <b>Mathematic, help to learn French, history(Savonnières is very close to Villandry), geography, sciences, art, sport</b> <b>Work with the web</b>	<b><a href="mailto:aucher.laurence@neuf.fr">aucher.laurence@neuf.fr</a></b>  <b><a href="mailto:ecole.elementaire.savonnieres@laposte.net">ecole.elementaire.savonnieres@laposte.net</a></b>
<b>CAMONI Bruno</b>	<b>GE2 (8 years old)</b>	<b>Sarah Pender,</b> <b>Sarah Easton: All Cannings Primary School</b> <a href="mailto:head@allcannings.wilts.sch.uk">head@allcannings.wilts.sch.uk</a> , <a href="mailto:spender@allcannings.wilts.sch.uk">spender@allcannings.wilts.sch.uk</a> , <a href="mailto:seaston@allcannings.wilts.sch.uk">seaston@allcannings.wilts.sch.uk</a>	<b>Langeais in the country</b> <b>Ecole primaire Henri Pellet</b> <b>11 classes</b>	<b>To cook</b> <b>Songs, sport, pottery</b>	<b><a href="mailto:b.camoni@laposte.net">b.camoni@laposte.net</a></b>  <b><a href="mailto:ec-langeais@ac-orleans-tours.fr">ec-langeais@ac-orleans-tours.fr</a></b>
<b>ROUSSEAU Ludovic</b>	<b>CP/CE1 ( 6 to 8 years old)</b>		<b>North of Tours</b> <b>École Jules Verne</b> <b>6 classes</b>	<b>Story writing, art, way of life, video</b>	<b><a href="mailto:ludoparis@yahoo.fr">ludoparis@yahoo.fr</a></b>  <b><a href="mailto:ecole.julesverne.tours@numericable.fr">ecole.julesverne.tours@numericable.fr</a></b> <b><a href="mailto:ec-jules-verne-tours@ac-orleans-tours.fr">ec-jules-verne-tours@ac-orleans-tours.fr</a></b>
<b>DESEUF Pierre</b>	<b>CE2 (8 years old)</b>	<b>David Wade, Sarah Pink: Bishops Cannings Primary School</b> <a href="mailto:head@bishopscannings.wilts.sch.uk">head@bishopscannings.wilts.sch.uk</a>	<b>In the north of Tours</b> <b>École Jules Verne</b> <b>6 classes</b>	<b>Story writing, language games, theatre, Projects with the partners</b>	<b><a href="mailto:pierre2.0@wanadoo.fr">pierre2.0@wanadoo.fr</a></b> <b><a href="mailto:ecole.julesverne.tours@numericable.fr">ecole.julesverne.tours@numericable.fr</a></b>

WHO	CLASS LEVEL	UK teacher and school	WHERE	WHAT	Adresse mail
<b>GAUDIN-MINIER</b> Françoise	<b>CM1</b> (9 years old)	<b>Rachel Moss:</b> <b>Great Wishford</b> <b>Primary School</b> rachel@pscfriends.org, admin@greatwishford.wilts.sch.uk	<b>Right in the centre of</b> <b>Tours</b> <b>Ecole Clocheville 5</b> <b>classes</b>	<b>Environment for children in Europe</b>	<a href="mailto:jac.minier@laposte.net">jac.minier@laposte.net</a> <a href="mailto:ecole-clocheville.tours@numerical.fr">ecole-clocheville.tours@numerical.fr</a>
<b>GUENOT</b> Sophie	<b>CM1</b> (9 years old)	<b>Emily Andrews Lee:</b> <b>Fynamore Primary</b> <b>School</b> eandrews@fynamore.wilts.sch.uk	<b>Fondettes (close to</b> <b>Tours) Ecole</b> <b>Françoise Dolto( 11</b> <b>classes)</b>	<b>Literature (work about the same book for</b> <b>example Roald Dahl), culture</b>	<a href="mailto:sguenot@laposte.net">sguenot@laposte.net</a> <a href="mailto:ec-dolto-fondettes@ac-orleans-tours.fr">ec-dolto-fondettes@ac-orleans-tours.fr</a>
<b>ELMESBAHI</b> Sandrine	<b>CE2</b> (8 years old)	<b>Hannah</b> <b>Brotherton:</b> <b>Tammi</b> <b>Milsom, The Manor</b> <b>Primary School</b> hannahbrotherton@hotmail.com, admin@themanor.wilts.sch.uk, head@themanor.wilts.sch.uk, mathewmilson@talktalk.net	<b>In the north, very</b> <b>close to Tours,</b> <b>Ecole Saint-Cyr-sur-</b> <b>Loire, Engerand (11</b> <b>classes)</b>	<b>Links between children from different</b> <b>cultures , this class is working with a school</b> <b>from Maroco, environment</b>	<a href="mailto:sdelmesbahi@yahoo.fr">sdelmesbahi@yahoo.fr</a> <a href="mailto:ecole-primaire-engerand@voila.fr">ecole-primaire-engerand@voila.fr</a>
<b>HUSSET</b> Sandra	<b>CE2</b> (8 years old)	<b>Ellen</b> <b>Campbell, Steve</b> <b>Wigley: Bellefield</b> <b>Primary School</b> head@bellefield.wilts.sch.uk	<b>Right in the centre of</b> <b>Tours</b> <b>Ecole Velpeau ( 9</b> <b>classes)</b>	<b>Environment, way of life, crosswords,</b> <b>literature, poem</b>	<a href="mailto:smergault@orange.fr">smergault@orange.fr</a>
<b>LESNE</b> <b>BEZANCON</b> Francoise		<b>Sharon Heath</b> <b>Sherston Primary</b> <b>School</b> <a href="mailto:sphm@hotmail.co.uk">sphm@hotmail.co.uk</a>	<b>Ecole Marie Curie</b> <b>elementaire</b>		

WHO	CLASS LEVEL	UK teacher and school	WHERE	WHAT	Adresse mail
<b>MASQUE Valerie</b>		<b>Jackie Peacock Widcombe Infant School missjpeacock@yaho o.co.uk</b>	<b>Ecole de Tauxigny</b>		

**There are 12 UK Primary schools involved in the 2009-2012 Anglo-French Partnership Group.**



**ANGLO-FRENCH STRATEGIC PARTNERSHIP  
2009-2012**

The International Learning and Research Centre and the Académie Orléans-Tours

**1. DETAILS OF THE PARTICIPANT**

- Name:
- Role in the school:
- E-mail address:
- Telephone number:
- Name of the class:

**2. DETAILS OF THE SCHOOL IN THE PARTNERSHIP**

- Name of the school:
- Address of the school:
- Telephone:
- E-mail address of the school:
- Name of the Headteacher:
- Number of classes in the school:
- Number of pupils:

**3. DETAILS OF THE CLASS IN THE PARTNERSHIP**

- Name of the class:
- Age of the pupils:
- Number of pupils:
- Number of years pupils have been learning French:
- Experience of partnership projects:
- Any other international partnerships:

**4. PURPOSE FOR THE PARTNERSHIP LINK AND IDEAS FOR A PROJECT**

.....

.....

.....

.....

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.....

**5. DECLARATION OF COMMITMENT FOR THREE YEARS OF PARTNERSHIP**

I ..... agree to my school being actively involved in a partnership project with.....(name of French school)

Date:.....

Signature: ..... (Headteacher)

Print name: .....

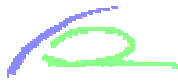
**Please send the completed document to the International Learning and Research Centre.**



International Learning and Research Centre



*Appendix 4*



**Anglo-French Strategic Partnership  
Académie d'Orléans-Tours (France) and the International  
Learning and Research Centre (UK)  
(2009-2012)**

**Statement of Commitment to the Strategic Partnership**

\_\_\_\_\_ (school name) will be a member  
of the UK Partnership Schools' Group.

I understand that participation in this strategic partnership will require the school's  
commitment for a three year period, in the first instance. The member of staff nominated as  
the school's project leader and contact person is

\_\_\_\_\_

Signed: \_\_\_\_\_ Headteacher

\_\_\_\_\_ Date

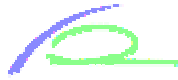
Please return to Jo Cole, Senior Consultant and Anglo-French Partnership Co-ordinator, at the  
International Learning and Research Centre. Facsimile No: 01454 868031.

Thank you for your help.



**International Learning and Research Centre**

*Appendix 5*



**Académie d'Orléans-Tours  
and the International Learning and Research Centre  
Anglo-French Strategic Partnerships, 2009 – 2012**



**Planning meeting for the Anglo-French Partnership Visit to France  
8 – 11 June 2010**

**Monday 10 May 2010, 1545-1700  
St Peter's Primary School, Lord's Mead Chippenham SN14 0LL**

1530	Tea / coffee
1545	Welcome and introduction
1550	Review planning for the visit: <ul style="list-style-type: none"><li>• the programme</li><li>• travel plan</li><li>• accommodation</li><li>• essentials to collect and bring – project work to give to your partner class, story/song/rhyme book/CD for the class, English food for tasting, photo album of your school and class, plan some English lessons for your partner class, Barnaby Bear/friend!</li><li>• gift for your partner teacher</li><li>• contact details- CHECK THESE</li><li>• funding</li><li>• PASSPORTS</li></ul>
1645	Comments and questions
1700	Finish

**Review meeting for Anglo-French Partnership visit  
Monday 28 June 2010, 1545-1700, Bellefield Primary School, Trowbridge**



International Learning and Research Centre



*Appendix 6*

**Académie d'Orléans-Tours  
Département d'Indre-et-Loire**

**Visite d'étude de la délégation anglaise pour le partenariat franco-anglais 2009-2012  
entre l'Académie d'Orléans-Tours, département d'Indre-et-Loire et  
The International Learning and Research Centre**

**Mardi 8 juin**

Arrivée du groupe et prise en charge par les enseignants français de leur partenaire.  
Arrivée gare de St Pierre des Corps à 18h29

**Mercredi 9 juin**

**Au CDDP dans la grande salle Place Raspail à Tours**

8h45- 9h Accueil

9h00-9h20 Accueil institutionnel de tous les partenaires français et anglais par M.Rouyer,  
Inspecteur de l'Education Nationale chargé des langues.

9h20-9h25 Présentation du déroulement des activités et de l'organisation de la journée.

9h30-10h30 Présentations de projets pédagogiques susceptibles d'enrichir le partenariat  
Intervention de Josephine Cole Senior Consultant Languages and Pedagogy et des  
conseillères pédagogiques langues vivantes françaises.

10h30 Pause

10h45-12h Travail à l'élaboration des projets communs pour l'année prochaine. Faire  
compléter un Action Plan en deux exemplaires (anglais –français).

12h Clôture de la réunion

Après midi libre

19h30 Soirée avec tous les participants au restaurant

Restaurant retenu « L'étape gourmande » à Villandry

**Jeudi 10 juin**

9h00-12h00 Prise de contact avec l'école, présentations, observations, travail conjoint défini  
au préalable

12h00-13h30 Repas à l'école

13h30-16h30 Observations, travail conjoint défini au préalable

**Vendredi 11 juin** (horaires variables selon les écoles)

9h00-12h00 Observations, travail conjoint défini au préalable

12h00-13h30 Repas à l'école

13h30-16h30 Observations, travail conjoint défini au préalable

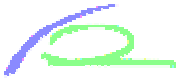
Départ du groupe à 16h55 à St Pierre des Corps. Rendez vous à la gare 16h45



**International Learning and Research Centre**

**Anglo-French Strategic Partnership, 2009-2012**

**(Orléans-Tours) Académie of Indre-et-Loire  
and the International Learning and Research Centre**



**Appendix 7: Report from Trevor Davies  
Languages Adviser, Wiltshire Local Authority**

As Primary Languages Adviser for Wiltshire I am very pleased with the development of the Anglo-French Partnership that has allowed 26 Wiltshire Primary schools to establish links with schools in the Orleans-Tours region, through funding from the British Council Area-Links Programme.

Having the support of Jo Cole at the International Learning and Research Centre to coordinate the linking with the advisers in the Academie Orleans-Tours has been invaluable for the strength of the partnerships. Intervention at the level of advisers where problems have occurred, the organisation of planning and guidance meetings for participating teachers and the logistical organisation provided by the Centre for the visits have ensured the long term sustainability of the partnerships.

The establishment of strong links has developed from the face to face contact enabled by the three visits of French teachers to England, and the three visits of English teachers to France. The opportunity to reflect on differing pedagogy and practice by the extended visits of both sets of teachers to their respective partner schools, enhanced in many cases by staying in their host teachers' homes, has proved invaluable. Meeting the children in their partner classes has allowed them to return to their own country both enthused and armed with video, photos, work and realia to transmit that enthusiasm to their pupils. The opportunity to have time face to face, with advisory support, during the study visit to reflect on their respective curricula and plan engaging projects for the year has resulted in living, dynamic and sustainable partnerships.

The range of work has been varied across the three years and the various schools. There has been much collaborative work on a range of topics developing children's intercultural knowledge involving a wide range of media. One partnership has been successfully video-conferencing over a sustained period.

Trevor Davies  
Primary Languages Coordinator, Wiltshire  
[atd@hardenhuish.wilts.sch.uk](mailto:atd@hardenhuish.wilts.sch.uk)  
07824416535

## *Appendix 8*

### **Feedback from Catherine Dupin and Fleurette Barranco Conseillères pédagogiques Langues vivantes d'Indre et Loire**

C'est avec un plaisir toujours renouvelé que nous avons accueilli nos collègues anglais du 8 au 11 juin 2010 à Tours.

Le séjour a débuté par une matinée de travail. Les partenaires anglais et français ont pu programmer leurs échanges pour l'année à venir.

Au début de la matinée, Monsieur Rouyer, Inspecteur de l'Education Nationale chargé des langues, est intervenu pour rappeler les enjeux de ces partenariats. Ce fut ensuite le tour de Josephine Cole qui a précisé les éléments indispensables pour construire un partenariat solide.

Nous remercions Trevor Davies d'avoir accepté de traduire les échanges.

Durant les deux jours qui ont suivi cette réunion, les partenaires anglais étaient reçus dans les écoles des enseignants français.

Nous avons visité chaque école concernée par ce troisième partenariat en compagnie de Josephine Cole et de Trevor Davies.

Dans l'ensemble, tous les partenariats s'avèrent satisfaisants. Nous avons rappelé l'importance de la régularité des échanges entre enseignants.

Fleurette Barranco et Catherine Dupin  
Conseillères pédagogiques Langues vivantes d'Indre et Loire

**Appendix 9 : Feedback from Yvonnick Rouyer  
Inspector of education**

**Bilan de la première année du partenariat anglo-français 2009-2012**

Un troisième partenariat entre des écoles anglaises de la région du Wiltshire et des écoles françaises d'Indre et Loire a vu le jour en septembre 2009.

Ce partenariat est coordonné par « the International Learning and Research Centre » du côté anglais et par l'Inspection Académique d'Indre et Loire du côté français.

Dix écoles d'Indre et Loire sont impliquées. Dans certaines de ces écoles, plusieurs classes sont concernées et ont profité des échanges avec les classes anglaises.

Comme dans les partenariats précédents, les enseignants français ont pu rencontrer leurs collègues partenaires lors d'un séjour au Royaume Uni en octobre 2009 grâce aux fonds alloués dans le cadre des accords de Paris. Mais cette fois-ci, ce sont dix enseignants français qui ont pu partir et ce grâce aux nouvelles conditions d'hébergement pendant le séjour.

En effet, Josephine Cole et Trevor Davies ont demandé aux enseignants anglais de recevoir chez eux leurs partenaires français.

Cela a permis de réduire considérablement les frais afin qu'un maximum d'enseignants puissent profiter de cette rencontre.

En dehors de l'aspect financier, il faut souligner combien cette nouvelle organisation a été bénéfique pour rapprocher encore davantage les partenaires des deux pays.

Des projets variés concernant toutes les disciplines du socle commun ont été menés tout au long de l'année dans les classes.

Les enseignants français s'accordent à dire que les échanges entre les élèves de ces deux pays ont favorisé grandement leur motivation pour l'apprentissage de l'anglais.

Certains même, enseignants en CM2, ont pu constater que leurs élèves avaient obtenu de meilleurs résultats aux évaluations du niveau A1 que les élèves des autres CM2 qui n'ont malheureusement pas pu bénéficier de ce partenariat. L'utilisation des nouvelles technologies numériques s'est particulièrement développée dans ces classes.

A notre tour, nous avons reçu la délégation anglaise en juin dernier dans des conditions identiques d'hébergement. Lors de cette deuxième rencontre, les enseignants ont planifié leurs projets pour l'année qui va venir.

Nous ne pouvons que nous réjouir de ces échanges qui ouvrent de nouveaux horizons pour les futurs citoyens de l'Europe de demain.

Yvonnick Rouyer  
Inspecteur de l'Education nationale  
Responsable de la mission Langues vivantes en Indre et Loire