



1. The characteristics of a success plan

What does "succeed" mean? Success is a subjective concept. It is characterized by a positive result, a favourable outcome, the achievement of your ambitions and dreams, a hoped-for result ...

This implies having the desire to succeed and having knowledge of your strengths and of your limits. It is said that one succeeds because they achieve positive results in social, professional and personal life.

For any individual person, who they are and what they achieve are the best indicators of personal success.

For a student, success often means obtaining good grades, receiving constructive and positive evaluations concerning academic progress and other activities; it also means the student is progressing on the path of their personal life. The student or child is able to appreciate their own success through feedback.

Progress is an essential dimension of the success process. To progress is to dare to go forward. It is to have the feeling that we are advancing and improving. It's the opposite of stagnation and inertia.

To progress is to feel that the goal sought and its accomplishment are approaching.

Progress requires some effort to stay the course. Progress requires rigorous monitoring so that the student remembers the distance travelled and can build a self-esteem pyramid.

2. Indicators of success

In a pedagogically varied and active class, progression is observed by the teacher who regularly invites the student to take part in the assessment of their own knowledge. Over the days, the teacher observes each student carefully, offering them various challenges on different supports until they are able to carry out the activities independently. A student who has acquired a skill is able to use it in different contexts, explain it and pass it on to a third party.

3. Objectives for the end of primary school (End of cycle 3)

By the end of Cycle 3, after having spent at least three years in our school, each student must have achieved the following objectives:

Academic goals

1. Have integrated the fundamental knowledge and skills of cycle 3, allowing them to continue their academic training.
2. Have acquired the transversal skills of STEAM and social sciences required by our establishment.
3. Have validated the Cambridge Test level of English (at least A1) and the level of French cycle enhanced by the Montessorian requirements 6-12 years required by our establishment.
4. Having developed the Nature and Sustainable Development skills required by our establishment.

Psychosocial goals

Students must have developed their psycho-social skills from our peace education program:

Emotional skills

- Be able to raise awareness and verbalise emotions
- Know your emotions
- Be aware of your stress and know how to manage it appropriately

Social skills

- Know how to ask for help
- Know how to offer help
- Know how to listen carefully to others without judgment
- Know how to express yourself clearly
- Know how to focus on a task
- Share ideas and knowledge
- To be tolerant of other people's points of view
- Know how to be patient and wait for your turn
- Know how to question your own point of view
- Dare to assert your own opinion
- Show empathy for the emotions and needs of others
- Know how to express yourself in a pleasant and respectful way
- Adhere to the rules of life at school and know how to respect them: know how to adapt your behaviour appropriately in class and at recess and lunch time
- Know how to recognize, use and share your own talents
- Know how to encourage others
- Know how to welcome and feel fulfilled by the encouragement of others
- Be able to raise awareness and verbalize the needs hidden under the emotions
- Know how to speak easily when the opportunity arises
- Know how to speak in public
- Know working as a team in openness, mutual aid and respect for differences
- Being able to mediate a conflict between classmates to find a win-win solution

Learning skills

- Be able to work independently on a project
- Be able to work independently on an interdisciplinary project
- Know how to make efforts to exceed your limits
- Know how to persevere and get to the end of the task
- Know how to organize and establish priorities
- Know how to use the resources available to find solutions in the event of learning difficulties and problems encountered
- Stay connected to the passing of time and know how to respect the deadlines imposed
- Make use of your creativity to solve new problems or deal with new situations
- Be familiar with your own learning style
- Have implemented memorization techniques in line with one's own style of learning

4. Monitoring progress and student evaluation

At our school, we consider that grading and comparison systems are harmful in the short and medium term for the esteem and motivation of students.

To measure the investment and progress of each pupil in order to offer him an adapted personalized educational plan, the teaching team assesses all of the pupils' skills by means of an observation grid system which is not known to the rest of the pupils.

• Common observation and evaluation grid for students

The educational team measures the progress of each student according to four evaluation grids:

- Grid of the base of knowledge, skills and culture of national education by cycle
- Grid of psychosocial skills
- Grid of complementary activities and talents (Sports, Arts and Nature)
- Grid of English Skills

• Reasons for the assessment by the teaching team

The assessment by the teaching team is motivated by 3 observations:

- The sense of effort and perseverance

Ability to mobilize forces to overcome resistance, overcome a difficulty, achieve an objective and quality or action of someone who remains firm and resolute in a decision or action taken.

- The pleasure of learning and self-fulfilment

State of contentment which provides satisfaction and well-being, and the capacity to find fulfilment in yourself, see your own full development in something.

- The expression of one's own individuality

Originality specific to each person who stands out from the rest and expresses themselves through each achievement.



1. Discovery

2. Training/ Acquisition in progress

3. Acquired

1. Discovery: The skill has been approached one or more times. The student has not yet integrated the basic concepts.

→ Motivation and openness.

2. During acquisition: The student understands the logic of the fundamental principles and practices to master them by alternating success / failure experiences according to the days and the contexts.

→ Confidence and perseverance

3. Acquired: The student masters the fundamental principles and is able to use them in different contexts, independently, to explain them and to transmit them to a third party.

→ Use of skills and knowledge sharing.