



**La Côte International School
Parents Handbook
2011 / 2012**

V1.4 November 2011

Introduction -

Welcome to the Parents Handbook for the school year 2011/2012

We hope the information contained in this handbook is useful to all our families this year. It will help you become acquainted with the aims and objectives of the school, an overview of the curriculum each class follows, as well as practical day-to-day information.

We trust that existing families will also see this as a useful resource and note that there are some updates making the document worth reviewing.

Our 4th academic year sees the school increase its numbers from 150 to more than 180 pupils. We have 12 classes spanning from pre-school to the first 4 years of the secondary school.

As LCIS expands and grows we are careful to remember the excellent work that has enabled the school community to grow and prosper so successfully. The loyalty and commitment of our student's families has meant that turnover has been very low and this in turn has given us a great deal of consistency and a strong foundation for the future.

The Early Years Foundation Stage welcomes children who are 3 and 4 years old to its 2 classes, Foundation 1 and Foundation 2. Parents of pupils in Foundation 1 can opt to send their children to school for the morning session only. Children may stay for lunch or can be picked up at 12.00pm. Parents may choose this part-time option at the beginning of the year although this does not preclude changing to a full-time option during the course of the year. Foundation 2 pupils remain at school all day.

Key Stage One covers Classes 1 and 2, with pupils aged 5 and 6 years old at the beginning of the academic year. Key Stage Two covers Classes 3, 4, 5 and 6. Its pupils are aged from 7 to 11 years old.

Secondary school classes follow the Middle Years Programme. We have a Year 7 to Year 10 classes (MYP 1 to 4) with children up to 14 years of age. This exciting development will form the basis of the new secondary school as we open classes in the future to cater for increasingly older children.

As we have expanded our pupil body, so we have also increased the number of staff. We are delighted to welcome a number of highly experienced members of the team who all have a background in international education.

This next year will be a time of both consolidation and development for the future as we prepare to move to purpose built facilities. We are very much looking forward continuing the school's academic journey with you and your children.

We will continue, with your help, to strive to make LCIS a place where both you and your children feel at home and where you can be sure strong foundations are being laid for their future.

Education is a partnership between children, parents and school. We always welcome the opportunity to discuss any aspect of your child's education with you; please do not hesitate to contact us.

A copy of this document is available on our website along with a number of other helpful documents and policies.

<http://www.international-school.org>

Andy Croft - Director - LCIS

Alison Piguet Head Teacher LCIS

July 2011

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School Philosophy

LCIS is committed to the development of a child's mind, human relationships and place within the community and the wider world. To achieve this goal the school aims to educate children to become:

- Life-long learners who are principled and empathetic
- Tolerant and sensitive members of the school and community
- Responsible, knowledgeable and adaptable citizens' ready to prosper in today's ever changing and challenging world.

Life long learners have enquiring minds, question and reflect, demonstrate and communicate their understanding effectively and contribute to their communities. Through guidance from the teacher, students are encouraged to set and maintain realistic goals and achieve their full potential.

Students who are informed and active citizens of the school community and wider world are those who are encouraged to develop a sense of responsibility for their decisions and actions.

The school offers a balanced a rigorous curriculum that is continually reviewed and developed, based on the acquisition of skills and concepts essential for future challenges.

The school employs talented, caring and well-qualified teachers who are committed to their students' futures. They create a supportive atmosphere in an international community and in doing so create a positive three-way partnership between themselves, the students and their parents.

Location / Directions

A map containing directions to the school can be downloaded from our website.

www.international-school.org

Postal Address

The La Côte International School

Rte de l'Etraz 54-60

En Clarens - Vich

1196 Gland

Administrative Details

School Day

Foundation 1 (Morning only)	08.45 - 12.00 or 13.00 each weekday
Foundation 1/2 and Years 1 to 6	08.45 - 15.30 each weekday
MYP	08.30 - 15.40 each weekday

Parents may not leave their children unsupervised at school before 08.15. A teacher is available from 08h30 at the school gates to allow quick drop off.

Attendance

Attendance is expected from all children on all scheduled school days.

Many families are only in Switzerland for a limited period and so may wish their children to travel with them to enjoy the exceptional opportunities available. However, frequent absences, early departures and late arrivals after vacations can seriously affect the academic progress of a student.

Parents should notify the Head Teacher in writing if their child will be away from school during term time.

Students who are absent through illness should be excused by telephone, preferably between 08.00 and 08.30 (022 823 2626), this may be an answer machine. Written confirmation is expected upon the child's return to school if the period of absence exceeds 3 days accompanied by a Doctor's note, given to the class teacher / tutor.

For absentees who normally take the school bus parents **MUST** also call the bus driver directly before 07h30.

Information about continued absence can be sent by e-mail to lcisoffice@international-school.org

Communication

Parent / Teacher conferences are held each year and assessment reports are issued at the end of the Autumn and Summer Terms. Teachers are available throughout the year, by prior arrangement, to discuss your child's progress. An interim report is provided at the end of the Spring Term.

If you require any information about your child's education at LCIS please contact your class teacher in the first instance. In most cases your child's teacher will be able to answer your queries. In the event that this is not to your satisfaction please contact the Head teacher.

Letters and information from the school administration, class teachers and Parents Group are sent home, usually via e-mail, on a regular basis. A weekly operational update is sent by e-mail at the end of each week. Newsletters are sent approximately twice per term. Please check your e-mail regularly and inform the school immediately if your preferred e-mail addresses changes.

As we use e-mail as our primary method of communication we do not advise parents to rely only on a web based mail such as Hotmail or Yahoo. Messages not delivered are often lost in these systems. We are happy to keep more than one of your addresses on our database to ensure all correspondence is received.

Some communication is occasionally sent via your children. Please regularly check their school bag and remind them to be conscientious in delivering messages.

Parents, or their designated alternative, have a responsibility to be contactable at all times when their child is at school. Mobile phone numbers given on the emergency contact form must be switched on and at hand. Any changes to these details must be informed to the school immediately. Where parents are not available, especially if they are away from home, alternative emergency contact arrangements must be given to the school. The emergency contact person must be able to speak either English or French and understand their responsibilities. A Parent or other Emergency Contact must be available to come to the school and collect a child if they become unwell.

Student Health

A health form should be completed and returned to the school administration before your child starts school; together with a letter from a doctor stating your child is in good health.

In addition we keep a medical record sheet in the school office in case of emergencies and this should also be completed when the child begins school and updated each year.

As the responsibility for maintaining an environment free from health hazards rests with the school, parents can assist the school by keeping their child at home if he / she is running a fever, suffering from nausea, an infectious illness or a severe common cold or cough. If a child becomes ill at school, a parent will be notified immediately.

Children should not come to school with notes excusing them from Sport, Swimming or Skiing. If your child is too sick to participate, they are too sick to be at school. Where a child cannot take part in physical activity because of a pre-existing injury or for exceptional reasons, arrangements can be made with the class teacher in advance. A Parent must collect their child as soon as practically possible if the school deems that they are unfit to be in attendance.

Medication

The administration of medication by school staff is at the discretion of the school and must be agreed on an individual basis in writing. If your child must take medication during the school day the class teacher **MUST** be informed and must hold the medication, with clear written instructions, on behalf of the child.

Children must NEVER bring medication to the school that the school is not aware of in advance.

First aid

A number of LCIS staff have received up-to-date and relevant first aid training. The staff will administer First Aid to the best of their ability. Minor injuries or illnesses will be referred to the local clinic. Should any serious treatment be necessary the child will be taken to the emergency room of the nearest hospital.

Parents will always be contacted at the earliest possible time and kept fully informed.

Security

La Cote International School expects and encourages visitors, both for educational and non-educational purposes, by person(s) not employed by the school organisation.

Whilst La Cote International School believes that there are many potential benefits which can result from increased interaction with an extended school community, the school also has a legitimate interest in avoiding disruption to the educational process and protecting the safety and welfare of its pupils and staff. A balance must be achieved between the potential benefits and associated risks caused by the presence of visitors in our school buildings.

- All visitors must report to the school reception when arriving or leaving the school premises.
- All visitors, with the exception of whole school and 'open class' events, are required to register with the school reception in order to obtain authorization to remain on the school premises.
- All visitors must wear a 'Visitor' badge whilst they are on the school's premises. All visitors must enter by the main entrance and complete the Visitor's Book with their details (name, time of arrival and purpose of visit)
- Whenever possible, visitors should obtain authorization from the Head Teacher or Director in advance.
- Parents who are assisting in school as volunteers must follow the signing in process but on receipt of their visitors pass may then proceed to the class in which they will be working, which will have been organised by a member of staff by prior arrangement.

The main entrance to the school is protected by a coded entry system, at times where the door is closed visitors should ring the bell and wait for the door to be answered.

Uniform

The school has an official school uniform. Children are required to wear these at all times.

The official uniform can be purchased at school.

The Primary School uniform consists of:

- An official school Sweatshirt (blue)
- An official school shirt (blue or white, long or short sleeved)
- An official school fleece jacket (to order). Not compulsory
- An official school baseball cap (Not compulsory)
- Smart, plain, grey, black, dark blue, brown or beige trousers and skirts
- Shorts in the above colours may be worn in the summer term

- Blue and White Gingham summer dresses may be worn in the summer term
- Seasonally appropriate sensible shoes
- Indoor slippers (to be kept at school)

For all sports lessons:

- An official school gym t-shirt
- Gym shorts or track suit trousers
- White sports socks
- Non marking sports shoes
- Swimming cap (recommended and obligatory for those with long hair)

In addition all children in the Primary School are required to have an official LCIS Book Bag.

The MYP School Uniform consist of:

- An official school hooded Sweatshirt (white)
- An official school shirt (blue or white, long or short sleeved)
- An official school fleece jacket (to order). Not compulsory
- An official school baseball cap (Not compulsory)
- Smart, plain, grey, black, dark blue, brown or beige trousers and skirts
- Shorts in the above colours may be worn in the summer term
- Seasonally appropriate sensible shoes
- Indoor shoes (to be kept at school)

Any Primary item of uniform may be worn by MYP students.

For all sports lessons:

- An official school technical sports shirt
- An official school track suit*
- Shorts
- White sports socks
- Non marking sports shoes

The school track suit jacket can be worn during the school day as an article of the regular school uniform.

Blue jeans, cargo pants, patterns and military styles are not permitted. Spot checks are carried out at school and the final decision on the appropriateness of any items of clothing rests with the school.

The school encourages and expects a neat and tidy appearance from all students at all times. Children with long hair should have it tied back for health and safety reasons. Children may wear ear-studs and a simple inexpensive watch but other jewellery is **not permitted**.

All items of jewellery must be removed for all sports activities and at any other time at the request of the teacher. Children with jewellery, especially earrings which cannot be easily removed will be excluded from the relevant sports class.

Please also bear in mind that there are many steps to negotiate at school and wearing sensible shoes is essential for safety reasons. Students also require a pair of indoor shoes or slippers to change into, which are kept at school.

Non-Uniform Days

Please note that the last day of each full term is denoted as a non-uniform day. Children are not required to wear their school uniform; however we ask that they give a small donation towards the school's chosen charity, which will be collected by the class teacher.

Personal Items

Please mark your child's name in all of his or her clothes, shoes, school and personal items.

What Not To Bring To School

- Jewellery (with the exception of an inexpensive wrist watch, ear studs or items worn for religious reasons).
- Electronic toys or music players.
- Penknives or any other sharp objects.
- Toy guns or weapons of any kind.
- Scooters and roller blades.
- Any items of significant value.
- Mobile telephones*

We recognise that inevitably some of our older pupils require the use of a personal mobile telephone at the end of the day. Should children need to communicate with parents before 15h30, they should approach their class teacher. Consequently should any child require such a device, we kindly ask parents to notify the school:

lcisoffice@international-school.org

Children who use mobile phones during the school day without permission will have them confiscated by their teacher. The mobile phone will be returned at the end of the school day. Where a mobile phone is confiscated more than once, the teacher may request that it is collected personally by a parent.

MYP students may use their mobile phones during morning and lunch time breaks, any use outside these periods will result in their phones being confiscated by their teacher.

Lost Articles

Please contact your child's teacher to enquire about lost items. A lost and found box is kept and is available from Reception.

LCIS accepts no responsibility for any item lost by a child during any part of the school day.

Personal School Items

The school provides most of the materials needed but the following is a list of items you should provide:

- Small pencil case with pencils, eraser and sharpener. (Year 1 upwards);
- Set of coloured pencils or felt-tips pens. (Year 1 upwards);
- Non marking sports shoes and white socks for PE.
- Gym shorts.
- Indoor footwear for the classroom (slippers with backs or soft shoes);
- Old shirt or overall for art lessons;

- Swim suit, towel & cap for swimming days;
- Cloth or plastic bag with drawstring or handles to hold gym clothing etc.
- A spare set of clothes in a marked bag (Foundation 1 and 2 only)

Drop-Off and Pick-up Procedures

All schools generate a significant amount of traffic at the peak morning drop off and afternoon pick-up times. It is the duty of all schools to try and reduce the impact of this movement on the local communities in which we work.

We encourage the use of the school bus service for all children wherever practical.

The school publishes from time to time advice and guidance to parents on the procedures for both morning and afternoon journeys and we encourage parents to follow these accurately.

LCIS encourages car sharing and urges parents to communicate and co-operate wherever practical, the school administration will provide the details of families living in close proximity on request.

- Parents of Foundation 1 are required to use the outside entrance to the class in order to drop off and pick up their children. Parents of Foundation 2 children may enter the school to both drop off and collect their children.
- **Parents of all other children should not enter the school at the beginning or end of the day unless they have made prior appointments or wish to contact Reception. Parents are welcome to engage in brief informal conversations about their children at the end of the day in the entrance porch when the class teacher brings their child(ren) out for collection. If weather conditions are adverse parents who may wait in the foyer.**
- When collecting their children from extra-curricular activities or clubs parents should wait in entrance porch or in the foyer if the weather is bad.
- Parents who bring pupils into school after the start of the school day due to hospital, dental appointments etc. need to register at reception and wait in the foyer for a member of the classroom staff to come and collect their child. They must not leave their child without seeing the administrator or someone in authority to ensure that their child has been handed over into the safety and jurisdiction of a member of the school staff.

School Bus

The morning and afternoon school bus service is provided by LCIS and is a completely in-house service. Please refer to the additional information sent to all participating families for rules and school use guidelines.

The school bus service is a fully booked service, children not scheduled to ride the school bus may not use this service at any time.

A detailed letter is sent to all families using the school bus service at the beginning of the school term, the main points are:

1. Be at the pick-up point at the appointed time, the bus will not wait in the morning. Please note that the times given are predicted times and will become reliable as the route is run over the first few weeks of term. The school cannot be responsible for any road conditions that delay the bus journey.
2. Inform your bus driver if your child will not be using the bus in the morning. To ensure safety on all of our school buses, we would request that you do not telephone to speak to your bus driver between the hours of 7.15 and 9.00 & 15.15 and 16.30, please send text messages during these times. (Please also inform the school of any absence). You must also inform your bus driver directly if your child will not use the bus on any given afternoon, please inform the school office of all changes.
3. Be at the drop-off point at the appointed time, the driver will only drop off children if the Parent or other designated person is waiting at the bus stop. If you are not present the driver will be required to return your child to school, you will then need to arrange to collect them from LCIS. This is an essential safety rule.

4. At LCIS we will discuss appropriate behaviour on the buses with all children. It would be beneficial if you can discuss the bus journey with your children prior to school starting to promote desired behaviours. For example:

- Use of seatbelt, never to be unfastened when the bus is moving.
- No standing, shouting or other rough games.
- Being kind and considerate to other passengers.

Please do not allow your children to bring any electronic games on to the buses. This causes a disturbance to the driver a possible safety issue and causes problems for parents who are working to enforce the rule with their own children.

5. Our bus is designed and cleared to take children from 3 years of age and have suitable seatbelts. Parents are not permitted to take seats on the bus; our buses generally run full and do not have excess capacity. The drivers will not carry any child on the school bus who is not on their regular list for that route. This rule will be strictly enforced.

6. Alternative drop-off or pick-up points are usually not available. The driver is under instructions not to vary his route unless instructed by myself. Arrangements for play dates, parties or other practical necessities must be made by parents themselves.

The arrangements for your child's pick up and drop off are given on the next page. Thank you for helping us to run a smooth and efficient bus service this year.

Changes to the school bus route cannot be guaranteed if a family moves house during the school year or requests changes due to their personal logistical needs. Changes to the bus route that, in the opinion of the school, impact negatively on the majority of children will not be permitted.

All requests for route changes must be made to the school in writing and only the schools written agreement indicates acceptance.

Families joining the school after the commencement of the school year may join the bus service if space allows. However they cannot expect the bus route to be amended to accommodate them.

Parking

Parking forms and important part of the Drop-off and Pick-up procedures. Parents are reminded that as motorists it is their responsibility to park safely and legally at all times. The school will accept no responsibility for cars parked illegally or dangerously in proximity to the school.

Please refer to the guidance sent to all families for details of parking within the Drop-off and Pick-up procedures.

Tuition-Fee Payments

School fees for the entire school year become due on 1st August 2011. Payment by installment is only available by prior written agreement from the school.

Students joining the school during the academic year are invoiced from the beginning of the term in which they start.

Fees cover the cost of all tuition, school materials and textbooks unless stated below.

LCIS reserves the right to suspend students from school if school fees are not paid on time.

Enrolment Termination

Re-enrolment will be confirmed for each child in the early spring of the preceding school year. Published deadlines must be adhered to and once the re-enrolment confirmation date is passed termination will result in the payment of Term 1 fees. Please carefully read and follow the instructions and information given at that time.

Should it be necessary to terminate a student's enrolment during the school year, notice of the termination must be given in writing by letter, either delivered by hand or by registered mail. The school will not accept termination notice by e-mail, or by attachment to an e-mail.

Parents will be responsible for tuition-fees as follows:

Term	Departure between	Tuition due
1	Sept 1 st - Dec 31 st	40%
2	Jan 1 st - Mar 31 st	70%
3	Apr 1 st - Jun 30 th	100%

Tuition fees for Term 1 becomes payable at confirmation of enrolment or at confirmation of continuation of enrolment, any termination after this point results in the Term 1 fees being due at 40% of the annual tuition.

For departures during Term 2 the final date for notice to be given is 5th September, after this date Term 2 will be charged in full.

For departures during Term 3, the final date for notice to be given is 16th December, after this date Term 3 will be charged in full.

Any notice of departure given after 16th December will result in the full year tuition being charged.

No part term payments are accepted. Notice of termination after 16th December 2011 will not result in the repayment of any fees.

Fees for school bus and school lunch services are calculated pro-rata.

Insurance

Swiss law requires that all residents of Switzerland have minimum medical and hospital cover (assurance de base) for sickness and accidents. The La Côte International School requires that all students, regardless of where they live, have this minimum cover.

If, after consulting your insurance company, you feel your private accident insurance is inadequate, the school can offer two options that specifically cover accidents. Please do not hesitate to contact the office should you require assistance in any matter pertaining to insurance.

Reference: LCIS Health and Safety Policy (copy available on request)

Details of both your health insurer and local doctor must be provided to the school.

Behaviour

At LCIS we aim to establish good relationships and behaviour within a secure, caring and happy environment based on a sense of community and shared values.

Should any behavioural issues arise; the class teacher will normally discuss the problems with the individual concerned. If the situation cannot be resolved at this level, then Head Teacher will be informed alongside the parents of the student.

Reference: LCIS Policy for Positive Behaviour. (Copy available by request)

Library

The school offers a comprehensive library, which is constantly expanding. Any additional books, which parents wish to contribute, are always appreciated. Each student is allowed to borrow books on a weekly basis. They will be responsible for the books, as with all other school textbooks. If a book is lost, damaged or defaced in any way, the student's family will be expected to pay for a replacement copy.

Playground Procedures

The children play on the playground next to the main school buildings. A strict procedure has been organised for both morning break and lunch time play. Children are supervised at all times. Two adults are available simultaneously so that one may assist a child in an emergency.

Parents' Group

LCIS parents are invited to become members of the Parents' Group. This is organised by the parents, for the parents. A regular newsletter informs parents of meetings, coffee mornings and social events.

In addition a Parent volunteer from each class group is nominated to become Class Representative and act as both a social co-ordinator and spokesperson for the class. The Class Representative Group meet regularly and are involved in social programmes, fundraising activities and liaising with the school management on behalf of the parents of the school.

Meals and catering for special diets

The school has in place its own catering service. This allows the production of high quality, fresh menus adapted to the requirements of our children.

LCIS will wherever possible provide diets based on ethical, religious or medical needs. However where an individual child requires a diet beyond the normal capabilities of our kitchen parents may need to supply a packed lunch.

All children have the choice of taking the schools lunch service or bringing a packed lunch.

Children taking the school lunch service have lunch at the school 5 days per week and may only change to packed lunches at the end of a term.

Children in Foundation 1 who attend school only in the morning, may stay until 13h00 each day only if they are taking the school meal option. The departure time without school lunch is 12h00. Children in Foundation 1 attending for a full day make take the school lunch option or bring packed lunches.

Teaching and Learning Objectives

1. To teach students to use language effectively and imaginatively by reading, writing, speaking and critical listening;
2. To teach mathematical, scientific concepts and skills essential in a fast changing world;
3. To teach students about human achievement and aspirations in the search for more just social orders;
4. To provide opportunities for students to communicate their feelings through creative expression;
5. To teach students at their appropriate level, taking into account their previous experience, age, knowledge of English and intellectual and social maturity;
6. To provide ELL programme for students with at least a basic working knowledge of English.
7. To provide appropriate support for students with learning difficulties;
8. To provide cultural & social experiences which complement and enhance the school programme.
9. To develop links with our host country, Switzerland, & its schools;
10. To provide relevant and informative assessment;
11. To provide parents and students with regular reports indicating the progress of students;
12. To provide well-qualified and caring staff;
13. To provide suitable facilities and materials appropriate to the school's programme.
14. To provide a programme that is continually reviewed, evaluated and updated.

Aims for the School Curriculum

General aims related to the curriculum include the following beliefs that each child should:

- Know how to convey his meaning clearly and accurately through speech for a variety of purposes: for example, description, explanation, and narration.
- Be able to read with understanding material appropriate to his age group and interests.
- Know how to write interestingly and with sensitivity.
- Be able to listen with concentration and understanding.
- Know how to think and solve problems mathematically using the appropriate basic concepts of, for example, the number system and place value, shape, spatial relationships, sets, symmetry and the appropriate language;
- Have a general knowledge of the local environment in some of the following aspects: historical, geographical, natural, economic, and social.
- Have an understanding of basic scientific principles; be able to communicate his/her feelings through some art forms; for example, painting, music, drama, and movement;
- Begin to understand aesthetic experiences and be able to talk about them; for example, looking at pictures and sculpture, listening to poetry and plays;
- Begin to realise that he can play an important part in his/her own development by, for example, recognising his/her strengths and limitations and setting his/her own goals accordingly.
- Find enjoyment in some purposeful leisure time interests and activities both on his/her own and with others.
- Acquire a set of moral values on which to base his/her own behaviour; for example, honesty, sincerity, and personal responsibility.

In addition:

The aim of La Côte International School at secondary level is to provide an intimate, personalized and supportive environment for its pupils and to encourage real learning for life. It builds on the learning achieved at primary level by developing the Key Stage 2 into MYP, ensuring consolidation and progression whilst deepening and broadening knowledge, skills and understanding.

The Curriculum

Diversity and Integration

It is the nature of an international school that during the course of a school year, there will be a continuous turnover of students and our philosophy and curriculum must be engineered to deal effectively with such a transient population.

Over 25 nationalities are represented and no two national education systems function in the same way. Whilst there will always remain fundamental similarities between what we teach children at certain ages and stages in their development, whatever the nationality, there will inevitably be cultural and academic differences. As in any international school, we must accept these differences and try to take them into account with each new student.

Within a national educational structure, where all students are expected to be at the same level, having started school at the same time and speaking the same language, the curriculum can be set and teachers are required to teach the content determined by the government or state.

Where our school differs is in its diversity of students and the fact that our curriculum must fit the needs of the students rather than the students being expected to fit the requirements of a prescriptive syllabus. This makes life more challenging for the class teacher who has to be sympathetic to individual needs, resourceful and extremely flexible. Classes are often split into groups at different literacy or maths levels and different expectations may apply to individual students.

In an international system such as ours, the emphasis is on skills rather than content and the curriculum is based on what is relevant to the class or the student and his or her individual needs. Without meaning or context, content may be forgotten or can always be learned later. Skills learned at an early age remain with you for life.

Throughout the school we put great emphasis on literacy and numeracy at every level. Students are encouraged to develop their reading, writing and mathematical skills at their individual level, usually working in small ability groups or where necessary with individual work plans.

Where possible we try to integrate geography, history and science into all aspects of our curriculum. We take different topics which we feel are relevant or meaningful to the students at their particular age and development and we explore and discover, teachers included, what we can about this subject.

The curriculum frameworks used to meet this end are; The Early Years Foundation Stage followed by The English National Curriculum in the Primary School and the Middle Years Programme from the International Baccalaureate Organisation in the Middle School. Each curriculum is adapted by the school to suit the needs of its international and multicultural student body.

The school is committed to ensuring that the staff is informed updated on the latest educational developments and have the opportunity to attend professional development courses and conferences at school and externally.

Detailed information about the curricula used in the school is available from your class teacher / class tutor in the first instance. Our Head Teacher will be happy to answer any further questions you may have.

English Language Learning (ELL).

Children arrive at LCIS with widely varying levels of exposure to the English language. We offer support to all children in need to help them acquire the level of English required to function effectively in an English language school.

At LCIS we believe that all languages spoken in school should be celebrated and opportunities used to create links in learning both in school and with home. Multilingualism at LCIS will always be promoted as an educationally enriching achievement and we strongly encourage parents to continue to use their home language.

All opportunities to reinforce learning at school through the acquisition of key vocabulary in English and putting

concepts and ideas into context through working in the language the child feels most confident with.

The acquisition of English is best provided for in a natural learning context. Most support is provided in the main classroom. The wider school environment and more focused lessons play a part in supporting language development. Additional support is offered through the English Language Learning teachers and is targeted to support pupils to be able to access all areas of the English National Curriculum and celebrate their full academic potential.

For children requiring more intensive ELL support, small group activities are organised through the withdrawal of individual pupils. Generally this support is provided during their class's literacy lessons. For some children who are new to English, it could be the case that, initially, another new language would be of less benefit than developing further confidence in English. In such cases, pupils who require ELL support may be withdrawn from French lessons. This decision is by no means definitive and at an agreed point the ELL teacher, together with the class teacher and the senior management staff, will decide upon a suitable point for the pupil to progress from an ELL environment to French classes, at least for some of the sessions. The decision to offer and withdraw ELL support lessons is continuously monitored and reviewed.

The ELL specialist teacher will support the pupils at all levels and will liaise closely with the class teacher at all times to ensure that language learning needs are constantly met.

We recognise that an exposure to English without explicit teaching will not usually be sufficient to ensure continued progress beyond the early stages of language acquisition, which is often based around social interaction. At LCIS the aim is to provide its pupils with the language tools which will allow them to access the curriculum, in order to acquire facts and knowledge, and to encourage fundamental skills and processes. The emphasis is to develop the language associated with higher order thinking skills such as hypothesising, evaluating, inferring and generalising.

Please note that the additional ELL programme is provided at extra cost for children who arrive as beginners in English, please see the current fee sheet for details.

French

LCIS is located in a French speaking area of Switzerland and the staff, pupils and their families all live in French speaking communities.

The school supports the opportunity for all children to learn French and acknowledges that gaining a love of learning languages is an important life skill.

LCIS believes that the responsibility for the level of French acquired by a child rests with individual parents and their priorities. LCIS understands that not all parents consider this to be a priority whilst others give French acquisition a high level of importance.

The school recognises that it has an important part to play by providing high quality French classes and by promoting the positive use of French at appropriate times in the school day.

Provision of French lessons and other activities in French should be provided without compromising the curriculum as a whole and taking care not to disadvantage or exclude any individual children.

It is important for children to have practical knowledge of French and to use it outside the classroom.

It is clear that some children have a lifestyle outside the school that is closely integrated with their local community. Others are exposed little if at all to the local community or language.

The school community is multi-cultural and multi-lingual, a large number of children, parents and staff speak French and are used as a resource.

We consistently work hard at increasing the practical use of French in school and the number of opportunities for children to be exposed to and to use French within the school context.

By promoting the value of French acquisition with our children we hope to give them useful language tools they can utilise within their local communities and during their time in Switzerland.

As a consequence of learning French at LCIS it is hoped that children will begin to develop a lifelong love of language learning, which will continue throughout their lives.

Reference - LCIS French Policy (copy available by request)

Homework

The introduction of homework to students in school is a continuous process beginning with shared parent/student activities, such as reading, in Foundation 1 and 2 and Year 1, up to a more structured homework plan for students in Years 5/6. Homework for older students plays an important part in school life as it encourages the development of self-discipline and good working habits. Parents are encouraged to help and show interest in homework assignments but are also requested to show discretion. If the student has obvious difficulty, a separate written note or other communication with the teacher is preferable to hours of struggle or you doing the student's work!

Homework has an important part to play in developing links between school and home and in contributing to a student's success in learning and life.

Educational research and experience has shown that completion of homework strongly influences student learning especially when supported by parental involvement. As a school and community we hope to develop homework experiences that are meaningful, important and appealing.

The quality of homework and its presentation should always be consistent with the standards expected in school. Rushed, incomplete and poorly presented work is not acceptable. Parents should ensure that children have the opportunity, space and time to complete their homework to a high level. Ideally homework should be done in a quiet area with a good work space and a child should have the necessary equipment at hand.

Purpose of homework

Homework is a valuable opportunity, which serves a variety of purposes by:

- Instilling a sense of self-discipline and responsibility when tasks are tackled on a regular basis and completed within guidelines and suitable timeframes.
- Developing independent learning skills, particularly in the older classes where the quantity and variety of homework given will require that the students, teachers and parents work together to develop time management skills.
- Engendering a sense of self-achievement especially when self-reflection is accompanied by constructive feedback from parents and teachers.
- Involving parents as partners in the learning experience as listeners, guides, facilitators and audience. In addition the nature of homework set will give parents a valuable insight to classroom programmes.
- Supporting classroom teaching, enabling concepts and skills taught in class to be practised and reinforced.
- Reinforcing the attitude in the students that learning is a lifelong process not restricted to schools and classrooms.

Also of great importance is for parents to set parameters for their child for doing homework. Parents should:

- Tell the children that their homework is important to them as parents and should be to the student too.
- Offer help, but make sure the student works independently as far as is possible.

Guidelines to homework and time commitment

The following is a guide to the amount of time the students are expected to devote to their homework on a daily basis. Where necessary, students should plan ahead and organise their time to meet deadlines which could result in the suggested timeframes being adapted accordingly.

The individual needs of the student are recognised when homework is set but if the homework should for any reason be causing stress and becoming counterproductive, it would be expected that parents would intervene and use the homework diary to communicate this to the teacher.

Reading

Reading is encouraged at all levels of the school.

Foundation 1

Shared reading in consultation with the teacher and occasional directed tasks.

Foundation 2

Shared reading on a daily basis to be gradually introduced during the year, together with individual tasks based on the reading books.

Approximately 10-15 minutes.

Year 1

Shared reading with some individual tasks being progressively introduced during the week

Approximately 15 minutes.

Year 2

Individual and shared reading. Weekly tasks of maths, spelling and project work to be introduced at the beginning of the week and completed by the end.

Approximately 15 -20 minutes.

Year 3

Individual and shared reading and/or set subjects of spelling, math, language, project work and French.

Approximately 20-30 minutes.

Year 4

Individual reading and/or set subjects of spelling, math, language, project work and French

Approximately 30 minutes.

Year 5/6

Individual reading and/or set subjects of spelling, math, language, project work and French

Approximately 30-45 minutes.

MYP 1/2/3/4

The student's homework commitments will rise significantly during MYP 1 to 4. Students should expect to regularly work at home and will be set individual subject assignments and project extension work by a variety of teachers.

Approximately 60 minutes.

Please refer to the MYP Parents Handbook for further details.

Holiday Work

If a child is absent from school due to family holiday or travel arrangements, the parents should be responsible for making their child's experience of educational value.

In our experience, work set by the teacher is often of little relevance to the student when travelling or on holiday. Teachers often go to considerable lengths to prepare work, only to find that it has not been completed or is of an unacceptable standard. Books and papers are often lost or mislaid.

For the same reason additional guided reading books are not provided during holiday periods.

We would therefore recommend that a discussion with the child's teacher, prior to departure, would be more useful, to agree on possible activities the child can do to make the trip more meaningful educationally. Ideas may include keeping a diary, drawing pictures or taking photographs, learning as much as possible about the place being visited or one aspect of the culture, practising basic maths skills, spellings or writing stories, puzzles, lots of reading and last but not least, cultivating a general awareness of the whole experience, in readiness to answer any simple questions that may be forthcoming once back in school.

Students may be asked to catch up on some of the work missed on their return, but again this should be discussed with the class teacher prior to the departure and again on the student's return.

Assessment and Tests

Classes are split into groups for literacy and numeracy activities and different expectations and differentiated work may apply to individual students. Marks are given for spelling tests and some kinds of math tests, but usually the assessment at the end of a piece of work is a written comment to stress the positive and give constructive criticism where needed.

SATs tests from the UK are administered to classes from Year 2 and above in the summer term. These tests are widely used by international schools and schools within the U.K. The test results are used by staff to evaluate the students' progress and to determine those areas of the curriculum that may be in need of strengthening. The results will be distributed to parents with the end of year report.

Reference: LCIS Assessment and Record Keeping Policy (Copy available by request)

Special Educational Needs and Learning Support

LCIS is an inclusive school and welcomes children with identified learning difficulties and offers a limited amount of support for children requiring extra attention. Our Special Educational Needs Coordinator works with teachers to offer advice and expertise in order to best support individual children within a classroom context. Please note, LCIS does not have either the staff or facilities to educate children with severe learning difficulties. Individual needs should be discussed in advance with the Director, Head Teacher and SENCo.

Children sometimes require specific tailored education plans to allow them to function to the best of their ability in the school. Where appropriate teachers with the assistance of our Special Education Needs Coordinator will develop an Individual Education Plan for targeted children. This plan details clearly to all staff and parents any special arrangements that have been put in place to provide a child with the support they require. Parents are involved at all stages of this process and its planning monitoring and review.

It is vital that all additional needs are clear to the school prior to a child starting at LCIS. Failure to disclose relevant information can lead to a delay in providing suitable support for the child and compromise the effectiveness of the class as a whole, in extreme cases this could lead to the cancellation of an enrolment.

Additional SEN provision at LCIS is provided on the condition that the additional costs incurred are met by parents or their fee sponsor. The school reserves the right to terminate the enrolment of a child where the required additional financial support need to allow a child access to the school cannot be provided, changes significantly after the child has joined the school, or is withdrawn or reduced by the fee payer.

Reference: LCIS SEN Policy (Copy available by request) & SEN Fee Sheet

Swimming and Physical Education

These form an integral part of the curriculum. Students will have regular swimming lessons. Children are expected to bring their swimsuit, towel and if possible, swimming cap. All students have Physical Education classes at least once a week in the gymnasium, or, weather permitting, outside. Students wear a T-shirt, shorts, white socks and gym shoes. Sports clothes should be kept at school and taken home periodically for washing.

Children should not come to school with notes excusing them from Sport, Swimming or Skiing. If your child is too sick to participate, they are too sick to be at school. Where a child cannot take part in physical activity because of a pre-existing injury or for exceptional reasons, arrangements can be made with the class teacher in advance.

Ski Lessons

LCIS embraces the opportunity for children to learn to ski during their school programme. The school has a tiered system of ski opportunities dependent on the age of the children concerned, beginning when children are in Year 1 from 5 years of age.

Years 1 and 2 - children have the option of taking a ski programme consisting of 4 separate ski days at a local ski resort.

Year 3 and 4 - children take the 4 separate days ski programme.

Year 5 and above - children must take the 4 separate ski day programme and may if they wish (subject to availability), upgrade this to a weeklong residential ski programme, usually in Morgins.

The cost of ski programmes is additional to the regular school tuition fees and is announced each year once the costs of the programme are available. Ski invoices are sent separately to the main school invoices once programme choices have been made.

Families are responsible for ensuring that all children are properly equipped ski classes. Details will be sent prior to commencement. A helmet is a compulsory equipment item and no child may ski if they do not have one.

Field Trips and Excursions

Educational field trips are encouraged as enrichment to classroom activities. Parents will receive prior notification of each field trip and will be asked to sign a permission slip for their child to participate.

Ref: LCIS Guidance for external visits. (Copy available on request)

Extra-Curricular Activities

The teachers offer a programme of after-school activities to include sport, dance, French, drama, environmental and art activities. Some sports clubs run regularly through the year other clubs normally run in blocks of 4 weeks. Clubs are run by a variety of members of staff or other adults and may vary depending on demand, seasonal changes and facilities. Details will be sent out regularly by our Clubs Co-ordinator.

Personal information, photographs and video

The school must take all necessary steps to ensure that children are in a safe and protective environment at school and that the privacy of families is protected.

LCIS wishes to do this but remain pragmatic about the stringency of rules and regulations regarding protection of private information and the use of photographs and video.

The school will not release contact information about any family associated to the school to any third party without the consent of parents concerned.

Parents may use cameras and video recorders at school events but must ensure that any images recorded are used only for their personal family enjoyment. Families **may not** publish any image taken of children at the school on publicly accessible forums, for example face book, twitter or open web pages. Similarly parents must

not use images taken at school that include non-family members for any publication, including calendars, yearbooks, or greeting cards without the permission of the children concerned.

Images taken by LCIS of school events and of regular school activity may be used from time to time for publications related to the business of the school, including brochure and website, names will never be published. Permission from individual parents will not be sought in advance. Any parent who wishes to prevent their child from appearing in any such publication must inform the school in writing, no action will be taken retrospectively.

LCIS School Council

The pupils' voice is very important at LCIS and we recognise that our children can and should play a key role in their education and in developing the school. With this in mind, the School Council was initiated in order to provide all the pupils with a say in sharing their ideas. It also enables a handful of students, who are democratically elected by their peers from Class 1 upwards, to represent them at meetings which are held bi-monthly.

The School Council discusses and makes decisions with the staff regarding issues such as:

- *school rules*
- *relationships*
- *care of the building and the school environment*
- *games and activities at playtimes and lunchtimes*
- *behaviour and discipline*
- *fundraising*
- *health and safety*

Each child who would like to become a rep prepares a short presentation to the class explaining why they would like to become a School Councillor and why the class should vote for them. Once elected, via a secret ballot, each rep receives a 'School Council' badge and their photograph is displayed in the school's Reception area, where the School's suggestion box can be found. The children wear their badge for the term and receive a certificate at the end of their 'term of office', which recognises their participation in the School Council.

The Council meets with the School Council Coordinator every 2 weeks. Part of the meeting will discuss initiatives and ideas that have been put in place or ongoing issues. The other part focuses on the ideas that have been put in the suggestion box by children over the previous 2 weeks. Minutes of the meeting are taken by the Chair. Some of the School Council will talk through the minutes with Mrs. Piguet and decisions can be made if necessary. The Council then reports the minutes back to the school during whole school and Key Stage assemblies.

Residential Trips.

LCIS is committed to offering children a quality residential experience as part of the school curriculum. All primary school children from Year 1 and above attend a 3 day, (2 nights), residential course during the summer term. Students on the MYP programme have a residential programme usually made up of a 5 day, (4 night) stay.

Whilst the school has no power to make these courses compulsory the expectation is that all children will take part. A large proportion of the terms work is focussed on both the build up and follow-up to the residential visit.

In addition students on the MYP programme (and sometimes from Year 5 and 6 subject to availability), have the option to upgrade their ski days programme to a residential ski week.

Experienced LCIS staff and regular class teachers accompany all visits and retain complete control of all pastoral elements of the course.

LCIS staff are available prior to the course to discuss any individual concerns or the requirements of individual children.

La Côte International School

The dates and detailed arrangements for the residential courses are published as early as practicable by the school office.

The cost of the residential programme is invoiced automatically at the beginning of the school year. The cost of the ski programme is invoiced during the Autumn term once students have selected their options.