



Descriptive Summary Curriculum

Extended

General	LICS shall take the CIE (University of Cambridge International Examinations) educational system as its base and provide a requisite range and variety of subjects in academic disciplines, as well as extra curricular activities in cultural, creative and sporting areas.
Early Years Department	<p>The Early Years Department (EYD) is comprised of the Early Learning Centre (ELC) and the Reception Year. The Department has adopted the Qualifications and Curriculum Authority (QCA) Early Years Foundation Stage curriculum guidance framework (EYFS) to design a curriculum to cater for the needs of the learners in line with the school's vision and philosophy. The EYD caters for learners between the ages of one to five years of age. In the ELC learners are placed in four groups according to age. Learners eligible for the Reception Year must have turned four by the 15th of August before the start of the new academic year. In all areas well defined aims and objectives guide the development and learning in the six learning areas namely: Personal, Social and Emotional Development, Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy, Knowledge and Understanding of the World, Physical Development, and Creative Development. For effective practice and delivery of the EYFS practitioners must adhere to the four guiding themes which acknowledge:</p> <ul style="list-style-type: none">- The uniqueness of each learner- The importance of the development of positive relationships- The need to provide an enabling environment in which each learner can optimise their learning and development- The different learning styles and rates at which individual learners make progress in the different learning areas <p>Assessment criteria for each group is based on defined aims and objectives. Detailed in-house assessment of all learners takes place on a termly basis and comprises of a variety of methods including records of learners' work. Assessment documentation for each learner is kept in a personal file. The Foundation Stage Profile will be used throughout the EYD to track the learning and development of learners. The FSP (Foundation Stage Profile) will also give practitioners guidance on effective practice and delivery of the curriculum. All learners eligible for the Reception Year will be assessed using the Entrance to Reception test.</p> <p>Planning for learning takes place and ensures that all activities are play based and incorporate a variety of teaching methods to cater for different learning styles. A balance between adult-directed and learner initiated activities is maintained. The EYD also incorporates elements from other internationally recognised educational programmes to further enhance the curriculum.</p> <p>Curriculum review takes place every year and is presently being reviewed with guidance from the Practice Guidance for the Early Years Foundation Stage 0-5 and the Statutory Framework for the Early Years Foundation Stage. Assessment methodology is continually under review to further improve on observation and recording methods.</p>
Primary School	<p>The Primary curriculum is delivered to Classes ranging from Year 1 to Year 6, based on the Cambridge International Primary Programme's frameworks in Literacy, Numeracy, and Science. implementing its Science curriculum. It mirrors our school's Vision and Mission Statements, in that it encourages children to learn about the host country and other international communities.</p> <p>The curriculum entails the planned activities that we organize in order to promote learning and personal growth and development. It includes not only Literacy, Numeracy and Science, but Social Studies (Topic Key Stage 1) and the Specialist subjects of Art, French,</p>

ICT, Music and Physical Education. The specialist subjects are taught by specialist teachers in both Key Stages.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The children achieve this through a combination of whole class, small group work and individual teaching and learning strategies. Independent learning strategies are encouraged as part of these values. Our PSHE curriculum consolidates these values, as does our emphasis on cross curricular themes and dimensions.

Assessment criteria are planned as part of the teachers' medium and short term goals. Children are assessed regularly during the year both formatively and summatively in order to guide the next stage in the children's teaching and learning.

The school has a Special Educational Needs Department (SEN), together with an ESL teacher (English as Second Language) who provide opportunity for children to access the curriculum by adapting it to meet their needs.

Secondary School

In the Secondary School, the curriculum is divided into two main sections; Key Stage 3 (Year 7 – 9) and Key Stage 4 (Year 10 and 11). Key Stage 4 follows the Cambridge International General Certificate of Secondary Education, culminating in the examinations taken in the May/June session. Students in Key Stage 4 are assessed using internal tests and past paper questions. They are graded on the Cambridge IGCSE A* - U grading system.

In Key Stage 3, in Maths, Science and English, the Cambridge Lower Secondary Programme is followed, culminating in the Checkpoint examinations in May for the Year 9 students. Students are assessed using internal tests and past papers when they are in Year 9. They are graded on LICS' own internal generic grade boundary system from A* - U. In other subjects, the curriculum content is based loosely on the British National Curriculum, but is modified to local needs. Topics in the Arts and Social Studies are chosen to try and represent Zambia and Africa.

All students in the Secondary School sit bi-annual internal examinations in all of their subjects as well as regular internal testing. Development in assessment is now occurring and English is using a system similar to the British National Curriculum 'Level Descriptors' to assess skills, rather than the A* - U grading system in Key Stage 3. This is a pilot project and under discussion.

Lessons are delivered in an interactive fashion, with students being encouraged to participate in the lessons. Attention is paid to students IEP's (Individual Education Plan) and a variety of teaching methods are used to enable auditory, visual and kinaesthetic learners to engage in the curriculum. Ability streaming is employed in Year 9 – 11 in French and Mathematics. Emphasis is placed on Reading and project work in Years 7 and 8 and Key Stage 4 has coursework assessment in English, Business Studies and Art and Design.