



LA CÔTE
INTERNATIONAL SCHOOL
AUBONNE

PARENT HANDBOOK

2026-2027



PRINCIPAL'S WELCOME



Dear Parents,

It is with great pleasure that I welcome you to the 2026–2027 school year at La Côte International School Aubonne (LCIS). Whether your family is new to our community or returning for another exciting year, I am delighted to have the opportunity to partner with you in supporting your child's growth and success.

Our commitment remains to provide a learning environment where students are challenged academically, supported personally, and encouraged to develop the skills, values, and confidence they will need to make a positive impact on the world. At LCIS, we see education as a shared journey, and we deeply value the trust you place in us to guide and inspire your children.

This handbook is designed to give you key information about our routines, expectations, and the many events and opportunities that make up school life at LCIS. I encourage you to use it as a reference throughout the year, and to stay connected through our weekly bulletins and regular communications.

My team and I are always happy to hear from you. I look forward to working together in a spirit of openness and partnership to make this a rewarding and memorable year for all.

With best wishes for a successful and joyful year ahead,

Andrew McLoughlin

Principal at La Côte International School Aubonne

CONTACT DETAILS

All LCIS staff have official email addresses through which they can be contacted.

To ensure you do not miss any emails from LCIS, please check your spam folder regularly for emails sent from school.

Principal
andrew.mcloughlin@lcis.ch

PRIMARY SCHOOL	SECONDARY SCHOOL
Head of Primary alison.piguet@lcis.ch	Head of Secondary alexa.prior@lcis.ch
Deputy Head of Primary mark.obrien@lcis.ch	Deputy Head of Secondary & DP Coordinator emily.hardwicke@lcis.ch
Early Years Foundation Stage Coordinator sandrine.pureur@lcis.ch	Assistant Head Continuing Professional Development & Exams Officer james.foster@lcis.ch
Pastoral Lead: Lower Primary ashley.moisdon@lcis.ch	Assistant Head Pastoral & Designated Safeguarding Lead valerie.fournet@lcis.ch
Student Support Primary angela.patti@lcis.ch	Student Support Secondary catherine.whetham@lcis.ch
USEFUL CONTACTS	
Admissions admissions@lcis.ch	School Lunches registration/de-registration meals@lcis.ch
General info@lcis.ch	Transport Services transport@lcis.ch
Absences absences@lcis.ch	Extracurricular Activities and Camps Coordinator neda.mihneva@lcis.ch
Camps camps@lcis.ch	School Nurse nurse@lcis.ch
Finance finance@lcis.ch	

SCHOOL CALENDAR



AUTUMN TERM 2026	
Monday, 17th August	Orientation Day (new students and parents)
Tuesday, 18th August	Classes begin
Monday, 21st September	Jeûne Fédéral - Public holiday / school closed
Monday, 12th - Friday, 23rd October	Mid-term holiday
Friday, 18th December	End of Term 1 - School finishes 15.05 / 15.50
SPRING TERM 2027	
Monday, 11th January	Classes begin
Friday, 5th February	School closed - Pedagogical day for staff
Monday, 08th - Friday, 12th February	Mid-term holiday
Thursday, 25th March	End of Term 2 - School finishes 15.05 / 15.50
Monday, 29 th March - Friday, 8 th April	Spring holiday
SUMMER TERM 2027	
Monday, 12th April	Classes begin
Thursday, 6th May	Ascension - Public holiday / school closed
Friday, 7th May	School closed - holiday
Monday, 17th May	Whit Monday - Public holiday / school closed
Friday, 18th June	End of Term 3 - school finishes 11:50

DEADLINES FOR WITHDRAWAL

Any withdrawal during the school year must be communicated by the dates below. Parents can view additional information in our Terms & Conditions, which can be downloaded from our website under 'fees' [HERE](#). Notification must be given:

- by **31 October** for **withdrawal at the end of the Autumn Term**
- by **31 January** for **withdrawal at the end of the Spring Term**
- by **30 April** for **withdrawal at the end of the Summer Term**

For questions regarding admission and re-enrolment, please contact admissions@lcis.ch.

For questions regarding tuition fees and other finance-related questions, please contact finance@lcis.ch.

ATTENDANCE AND PUNCTUALITY

School attendance is compulsory for all students on all school days, and the school must authorise all absences. If your child is absent, please notify absences@lcis.ch **by 8h00**, along with a valid reason. Students who arrive after 8h30 enter via the main entrance and sign the Late Arrivals register at Reception before going to class. Punctuality is important, and we will contact parents if their children are regularly late. You can check attendance and punctuality in the Family Portal.

We ask parents to avoid taking their children out of school during term time. In exceptional circumstances requiring that authorised leave of absence, Primary/Secondary Heads should be consulted. Please notify the school two weeks in advance if possible so that teachers can make adequate arrangements. Students will be excused in cases of illness, university or college visits, funerals of close family members, emergencies, and to observe a family's religious celebration. A medical certificate is required for illness absences longer than three days.

STAFF ABSENCES

The school will provide internal cover to ensure smooth curriculum delivery during short-term staff absences. For longer absences, we will inform parents by email of the arrangements for cover.



SCHOOL BUS TRANSPORT

Regular Bus Service

Students are registered for the school bus service as part of the enrolment process. Parents receive the school's transport policy and the exact times and location of their child's bus stop before the start of each academic year. We accept late requests for school bus transportation for our established routes only. Buses arrive at school at 8h05 in the morning, depart at 15h05 (EYFS and Primary students only), and 16h10 (all students).

One-off, Short-term, and Late Bus Service

Occasionally, for students not registered for our regular bus service and subject to the availability of places on our buses, we can arrange temporary bus travel arrangements.

In addition, we provide a late bus at 17h20 for students participating in our extracurricular activities programme, provided there are at least four passengers. To register for school bus transport or book ad hoc trips, please contact the transport team directly: transport@lcis.ch.

DINING AT LCIS

The school has its own on-site chef, who produces high-quality, fresh menus adapted to the requirements of our children, with vegetarian and non-vegetarian options. Light snacks, sandwiches and drinks are available for purchase in the Coffee Corner by Secondary school students during their break times, or by parents.

Students may choose the school's lunch service or bring a packed lunch. Our catering service can accommodate many dietary requirements and food allergies and intolerances for which medical certificates are requested. Please note: we do not use nuts in food preparation, but trace amounts may be present. For further details or to register for the lunch services, please contact meals@lcis.ch.

FOOD ALLERGIES

In case of food allergy or food intolerances, Eldora, the school Restaurant provider, will assess each case to determine whether a special meal can be safely provided. As meals are prepared in a shared kitchen environment, traces of allergens cannot be completely excluded. Students who cannot consume allergen traces may not be eligible for the school lunch service and may need to bring a packed lunch. To inform the school of a food allergy or intolerance and obtain the required Eldora dietary request form, parents must contact the School Nurse at nurse@lcis.ch. The form must be completed and certified by a doctor or allergy specialist.

COFFEE CORNER – PARENTS & VISITORS

Opening Hours: 08h00 – 10h00 / 14h30 – 16h15



HEALTH AND SAFETY

The school strives to maintain a healthy and safe learning environment. All members of our school community support this and make responsible, safe decisions when participating in our curricular and extracurricular activities.

Important: Please make sure that the school has your most current contact details, as well as your emergency contact information, and that you remain available by phone in case of emergency. Please add the Reception number +41 22 823 26 26 to your phone contacts.

PHYSICAL HEALTH, ILLNESSES, ACCIDENTS

Common illnesses

In the best interests of the child and the wider school community, children with a fever, nausea, cold symptoms (runny nose or persistent cough), or any other signs of illness should remain at home. Should a child show an illness at school, the school nurse will contact the parent, to pick up their child as soon as possible.

School Nurse, Medication, Reduced Mobility

Our school nurse is available on-site during the school day to provide first aid and ensure that students with medical conditions are adequately supported in school.

If a child needs medication during the school day, including non-prescription products, the nurse will store the medication safely and securely in the infirmary. Parents must send medications to school with clear, written instructions in their original packaging for the attention of the nurse.

Parents must inform the school nurse if their child cannot participate in Physical Education, swimming, or other physical activity due to an injury, medical condition, or reduced mobility (e.g. crutches).

First Aid and Medical Care

If a child becomes ill or injured at school, the parents will be notified and kept fully informed. If a serious injury occurs at school, an ambulance and/or emergency doctor will be called.

Food Allergies

As nuts are common allergens, LCIS is a nut-free school. Therefore all food items containing nuts are not permitted in the school. Children in EYFS and Primary classes are instructed not to share foods in case of food allergies. Nuts are not used as ingredients in our school lunches or in products sold in the Coffee Corner, however these can contain traces.

Safety in Class

Students should tie long hair back for sport and practical science lessons. Earrings should either be removed or covered with medical tape during sport activities.



Contagious illnesses

In an outbreak of any contagious disease, the school will follow all relevant federal and cantonal directives to minimise the spread of disease at school and maintain the health of our school community. Parents are kept informed of any such directives and resulting school policies.

Parents are asked to contact their child's paediatrician and the school nurse to determine when children should return to school after these more common childhood illnesses.

INSURANCE

Swiss law requires all residents to have a minimum level of medical and hospital coverage (assurance de base) in case of illness or injury. LCIS requires that all students have this minimum coverage, regardless of where they live. School children must be insured against any accidents that may occur at school, including motor vehicle accidents or sports injuries. Medical and accident cover should also include helicopter evacuation. Details including the name and policy number of your insurer must be provided to the school upon enrolment and be kept up-to-date.

In Foundation 1 only, and in line with regulatory policies, parents are required to send a copy of their Responsabilité Civile policy. This is an insurance that is required in Switzerland of all residents.

SECURITY & VISITORS TO THE SCHOOL

Visitors to the school, including parents, are requested to sign in using our electronic visitors' register upon arrival at Reception, wear a badge and remain with their host. Visitors are asked to sign out on the register and return their badges before leaving the school. In the following cases, parents are not required to register as visitors:

- Visits to the school for drop-off, pick-up, or short enquiries or services at the Reception,
- Attendance at school events (such as the performing arts show)

Parent Volunteers

Many parent volunteers help with special events and provide general support for the school, which is greatly appreciated. Parents who volunteer at school should follow the Visitors' Policy described above and coordinate their efforts with staff members acting as hosts.



PHOTOGRAPHS AND VIDEO

LCIS uses photos and videos to promote the school to various audiences. These images can be used on the website, social media and other online and offline promotional platforms. The school is gathering content to promote NAE and all its schools worldwide. Nord Anglia Education (NAE) owns the copyright of any images taken, and photos will only be used for the purpose/s mentioned above.

Parents can give their consent for image use via the onboarding form when new to the school, and yearly in the re-enrolment form. If a parent wish to update their preferences during the year, please email admissions@lcis.ch. You can find detailed conditions of use in our [Terms & Conditions](#).

Use of Files and Protection of Privacy

The school will take all necessary steps to ensure that children are in a safe environment and that the privacy of children and families is protected. The school will not release contact information about any family associated with the school to any third party, except for the police or cantonal authorities if demanded, without the prior consent of the parents concerned.

Parent Responsibilities

Families may not publish any images of other children taken at the school on publicly accessible forums, social media 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 staff and parents of children concerned.

We advise that any photos of students taken at school or school events by parents that include children other than family members should be deleted from equipment.



UNIFORM AND BACK TO SCHOOL

The school has an official school uniform. Families are expected to purchase all of their children's uniforms from Trutex, our official uniform supplier. Parents can [order uniform items online](#), and a detailed sizing chart is available for each item. Direct deliveries are made to parents within 3-5 working days at a cost or to the school fortnightly for free. Students who do not comply with uniform standards will be asked to return home to change, or parents will be asked to deliver uniforms to school.

Our uniform

A comprehensive list of the uniform in each school section can be [downloaded here](#) or in the Parent Portal.

Additional items to provide

A short list of items parents must provide their children for the new academic year is included in the uniform lists mentioned above. Please ensure your child's name is added on all their clothes, shoes, school and personal items.

What not to bring into school

- Jewellery (except for an inexpensive wristwatch, 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
- Rollerblades
- Any items of significant value
- No pencil cases are needed for Y1-5 (all stationery items will be provided by school)

Non-uniform days

While students are required to wear school uniforms at all times, occasionally, they are invited to participate in non-uniform days. These are organised by the School Student Council or the House Captains. On these days, students are not required to wear their school uniforms. Instead, we ask that they make a small donation to a charity chosen by the school. The class teacher or homeroom tutor will collect this.

Mobile phone/devices

Primary students should not bring mobile phones, a personal iPad or a Smartwatch into school. We would also recommend that Secondary students leave their phones at home. If a Secondary student brings a phone to school, the phone must be kept in their locker and switched off during the day. If students wish to contact their parents during school hours, they should ask their class teacher or at Reception.

In Secondary school, students can bring their mobile phones on residential trips. However, they are only used at designated times during the day and for specific reasons.



Lost articles

We encourage parents to **label all clothing, shoes and water bottles**. Please contact your child's teacher/tutor to enquire about lost items. A lost and found box is kept and is available from Reception. Items remaining in the lost property after the end of term will be sorted and given to charity where appropriate. LCIS accepts no responsibility for any item a child loses during any part of the school day.

LIBRARY

The school offers a comprehensive, ever-expanding library. Students are allowed to select and borrow books in English and French weekly. As well as housing many books, the library serves as a 'Learning Hub', where groups of learners, with adult assistance, can use dedicated workspaces to enhance their learning. The school also offers a comprehensive selection of electronic books.

Each student is responsible for any books borrowed from the school. If a book gets lost, damaged, or defaced, the student's family will be required to pay for a new copy.

We always welcome books in good condition that parents wish to donate.



PHYSICAL EDUCATION AND SPORT

Physical Education (PE) and field trips are integral parts of the curriculum.

PE classes are held at least once a week in the gym or, if weather permits, outside. Students must wear their school PE uniform. Parents should provide a medical certificate whenever students cannot participate in these activities for a valid reason. Parents can make arrangements with the class teacher in advance when a child cannot participate in physical activity because of a pre-existing injury or for exceptional reasons.

Swimming lessons

Students from Foundation 1 to Year 3 will have regular swimming lessons by qualified swimming instructors. We use the pool at Aquamed, next door to LCIS, and all lessons are led by qualified instructors. Children should bring their labelled swimsuit, towel, goggles (optional) and a swimming cap in a waterproof bag.

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.

- Year 1 to Year 4: Children participate in 4 ski days in January.
- Year 5 to Year 8: Students partake in a one-week residential ski programme.
- Year 9 to Year 10: students have a 3 day ski trip

School sports teams

Throughout the school year, pupils from Year 3 onwards may be invited to represent the school in a range of sports teams and tournaments. Selection is based on both attitude and performance during Physical Education lessons, as well as participation in extra-curricular sports activities.

Our core sports include football, basketball, volleyball, and skiing. We also have representative teams in badminton, cross-country, netball, swimming, tennis, and unihockey.

Each year, we aim to enter Under-11, Under-14, and Under-18 teams into the Nord Anglia European Games, hosted by Nord Anglia schools across Europe. Within Switzerland, our pupils compete in events organised by two key sporting associations: the Swiss Group of International Schools (SGIS) and the Mountain League Sports (MLS). Competitions are typically one- or two-day tournaments hosted at various schools throughout the country.

If your child is selected for a team, event, or trip, you will be notified via the SchoolsBuddy portal and asked to provide consent. To support effective planning and logistics, we kindly ask that you respond promptly. If your child is unable to participate, their place may be offered to another pupil.



PARENT COMMUNICATION

Our goal is to build a great partnership between parents, students, and teachers and enhance student learning through positive, regular, and transparent communication.

The school holds regular parent-teacher conferences (a mix of virtual and face-to-face meetings) and issues detailed assessment reports throughout the year to support this.

In addition, we invite parents to contact us with questions about their child's education at any time during the academic year.

Your child's teacher is always your first point of contact. In most cases, they will be able to answer all your questions. Parents are encouraged to make an appointment with the teacher to discuss questions or concerns in person if need be.

Should questions or concerns remain unsolved, please contact the following staff members:

Academic Matters

- Foundation Stage: Early Years Coordinator, [Sandrine Pureur](#)
- Primary: Head of Primary, [Alison Piguet](#)
- Secondary: Homeroom Teacher
- Secondary Years 7 - 9: Phase Lead, [Nawale Belgrich](#)
- Secondary Years 10 & 11: Phase Lead, [Emma Fisher](#)
- Secondary Year 12 & 13 (IBDP): Phase Lead, [Robin Lunniss](#)

Pastoral Matters

Detailed information on Pastoral Leads for each year group can be found in the [Pastoral Handbook](#). For serious pastoral concerns, please contact Assistant Head of Pastoral, [Valerie Fournet](#) (Secondary) or [Alison Piguet](#) (Head of Primary School).

If a solution cannot be found, or if concerns or questions remain after consultation with the teachers and Assistant / Deputy Head Teachers, the Head of Primary, Head of Secondary, and the Principal will address the matter.



Important parent communication

The Principal will occasionally send important messages via our data system, iSAMS, to all parents/ guardians in this database, along with their assistants, if requested.

Information relating to school transport, finances, admission procedures etc., is sent through iSAMS, too.

Every Friday, the school sends a bulletin to all registered emails. This key piece of information keeps parents informed about what is happening in the coming week(s).

Our email database is regularly updated to ensure all parents receive our emails. Please ensure your spam filter is not blocking our emails.

Crisis Communication

In the unlikely event of a crisis situation at school, parents will be kept informed by text message sent to all parents' and guardians' telephone numbers registered in our database.

Therefore, we stress again that all parents must keep us informed of any changes in personal details such as home address, telephone numbers, email addresses and their children's health insurance numbers.

Early Years Foundation Stage

In our EYFS section, we use a web-based app called Tapestry, specifically designed for our EYFS curriculum. It supports parents in engaging with their children's learning. This platform links to the observations and assessment of the children based on the Early Learning Goals, which are shared with the parents regularly.

Primary

Within the Primary section, the web-based app platform Seesaw is regularly used to create digital portfolios of students' learning, which are shared with parents. Parents are encouraged to actively engage in journal entries by adding constructive feedback about their children's learning and development. The announcement feature also allows teachers to share reminders of class events and the year group's weekly newsletter, which summarises the learning that has taken place that week and informs parents about the following week's planned learning.

Secondary

In Secondary, the ManageBac platform is used to support curriculum mapping, the setting of assignments, homework and assessments for students, and the tracking of, and reporting on, assessments and general student progress. This unified system ensures a consistent platform is used to offer a seamless and integrated experience for teachers, students and parents to manage all aspects of the curriculum. Please note that not all teacher feedback is visible via Managebac, as teachers also provide regular oral and written feedback in lessons and on the work itself.

If pertinent information needs to go out to just a particular year group, an email notification will be sent out to parents with a message from the relevant member of the Secondary team via our iSAMS platform.



BEHAVIOUR

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

EARLY YEARS AND PRIMARY STUDENTS

Our students and staff have developed and embedded rules representing our Code of Conduct. These 'Respect Rules' encourage our school community to follow an agreed set of expectations regarding how we relate to each other, collaborate, and how we conduct ourselves within the school and beyond.

Primary Respect Rules' Code of Conduct

Should any behavioural issues arise, the class teacher or specialist teacher will normally discuss the problems with the individual child or children concerned. If the situation cannot be resolved at this level, the Head of Primary and/or Principal will be informed, alongside the parents of the student/s. Our Primary Positive Behaviour Policy guides us to support children in their actions and choices; we believe in a proactive and consistent approach, working closely and collaboratively with students and parents

RESPECT RULES' CODE OF CONDUCT		
R	Responsible	to ourselves to the community for our belongings to the environment
E	Enthusiastic	in our learning in our relationships
S	Smile	to show you are happy to give off positive vibes to put others at ease to show warmth towards others
P	Patient	to remain calm to allow time to respond to allow time to think
E	Equality	to be treated the same to be understood to be fair
C	Courageous	in facing challenges in developing our social connections in doing the right thing
T	Trust & Teamwork	to believe in each other to rely on each other to be protected to be collaborative

Primary PSHE Programme

Our Personal Social Health Education (PSHE) programme encourages children to create and nurture positive relationships, teaching emotional literacy, social skills and lifelong resilience in an age-related manner. We focus on positive behaviour, reinforcing the right choices whilst encouraging children to take responsibility for their actions when they may make the wrong choice. For instance, it supports our students when relationships might break down and offers positive solutions.

We use the 'Jigsaw' scheme of work, which offers a comprehensive programme for Primary children, providing them with relevant learning experiences to help them navigate their world. For further information regarding this programme, please see the Curriculum Booklet shared with all parents at the start of the academic year. A variety of well-being activities are also available to students, including mindfulness, Global Campus and yoga sessions.

Primary Assemblies

In our Primary section, students and staff come together each week for our assembly, which takes place on a Friday. This assembly time represents a collective moment of unity and belonging. Students can share their experiences and learning through performances linked to topics, events and cultural celebrations. It also offers an opportunity to reinforce our PSHE programme and our Respect Rules, school values and expectations whilst positively motivating our students through awards such as our Golden Badges.



SECONDARY STUDENTS

In Secondary, we have a clear Behaviour Policy, which mirrors the expectations in Foundation and Primary.

To encourage positive behaviour, we use the platform Epraise. Through this school reward system, students are awarded praise points for their positive behaviour, achievement and/or engagement. Students can then exchange the accrued points to purchase with these praise points.

In encouraging this positive behaviour, a basic approach is maintained which is similar to Primary and follows the same values:



- Everyone should use appropriate language when conversing with any other person
- Everyone should listen to the observations, requests and concerns of others
- Everyone should look after property, whether it is personal or belongs to the school or another party, and should treat it with respect.
- Everyone should be sympathetic towards the needs of others and always show kindness and understanding.
- Everyone should tell the truth in all circumstances.

Consequences of making poor behaviour choices

In Secondary, we operate a staged sanctions system which provides students with the opportunity to reflect on and improve their behaviour. Wherever possible, staff prioritise positive relationships, clear expectations and early intervention to prevent escalation. If a student's behaviour does not meet expectations, a Stage 1 sanction may be issued, usually managed by the class teacher and recorded on our internal system. Continued or repeated concerns may result in a Stage 2 sanction, involving further consequences such as a departmental detention and communication with home. More serious or persistent behaviours will lead to a Stage 3 sanction, overseen by pastoral leaders, which may include formal detention, internal reflection time or additional support measures. This graduated approach ensures that behaviour is addressed consistently, proportionately and with a focus on supporting students to make better choices.

Exclusion from School

The school may temporarily or permanently exclude a student for serious misbehaviour. This may include violence, intimidation, bullying (including cyberbullying), any form of racism or other bigotry, the possession of drugs, committing a criminal offence, serious breaches endangering the health and safety of others, or blatant refusal to comply with school expectations. This list is neither exhaustive nor exclusive, as the decision rests with the Principal. Any student found to be supplying illegal drugs inside or outside the school will be permanently excluded.

PASTORAL SUPPORT

Our pastoral programme supports our students to become emotionally literate, resilient and considerate contributors in school and beyond. It empowers them to deal effectively with challenges and opportunities in their personal lives and education, supporting them to reach their full academic potential.

HOUSE SYSTEM

LCIS has a well-embedded House system that runs through the whole school. Through our house system, students build essential personal, social and entrepreneurial skills and form lasting connections with their peers and wider school community. Our house system consists of four teams and is led by House Captains:

Rhône (Red)	Montreux (Blue)	Simplon (Green)	Savoie (Yellow)
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Our House teams are named after the famous steamboats that cruise the lake. Students and staff are allocated to a House when they first join. We ensure that siblings belong to the same House and that there is a balanced number of team members in each House across the school.

Community, relationships, collaboration, and collegiality are valued and nurtured within the school, as is the introduction of friendly in-school competition, through a variety of events.

Our House system supports these goals and enables the students and staff to regroup in a smaller community within the school. With this comes an additional sense of belonging, team spirit and camaraderie.

The House system also represents an additional dimension to our pastoral support programme. Each week students can gain House points or Epraise points, linked to effort and attainment, and in recognition of upholding our Respect Rules. This provides students with positive feedback and reinforcement of their behaviour choices and enables them to collect points for their team. At the end of the academic year, the team with the most points in the Primary School enjoys an event off-site, which typically includes a trip on one of the steamboats on the lake.



Student Leadership

At LCIS, we believe that our students can and should play a key role in shaping their education and the development of the school.

We therefore encourage and support our students to assume key leadership roles through our Student Councils in both Primary and Secondary School. This enables our students to positively influence and thereby take ownership of policies, programmes, contexts and principles that support our teaching and learning practices.

Student Council in Primary

In Primary, one student per class in each year group (Year 1 - 6) is elected as class representative every academic year. These reps work closely with their peers and the School Council Coordinator to implement ideas and provide feedback. In Year 6, additional roles are available for students to undertake. These include House and Vice House Captains and Sports Leaders.

Student Council in Secondary

Students elect two peers from each class to represent them in the Student Council and four House Captains to lead their Houses. The Student Body Leadership Team (SBLT), comprised of one four Year 13 students and four Year 12 students, leads the Student Council and is selected after completing, a rigorous application process. They serve as role models for all students and are conduits between parents, staff, and students. They are encouraged to lead by example and enhance the school community with new initiatives.

SCHOOL COUNSELLOR

Counsellors are available to support students in both the Primary and Secondary sections of the school. Sessions with them are coordinated through our respective Assistant Head of Pastoral for Secondary, Mme Fournet, and Mrs Piguet, Head of Primary.

Please refer to our Pastoral Handbook for further details and information regarding our Pastoral provision.

Private Counselling Services

Private counselling services are also available, where appropriate, to students in Primary and Secondary school and their families. There is a separate charge for this private service, the counsellors will charge parents directly.



TEACHING AND CURRICULUM

The curriculum at LCIS is as follows:

- Early Years Foundation Stage (EYFS) (3 – 5 years old)
- English National Curriculum (ENC) and International Primary Curriculum (IPC) (5-11 years old)
- Lower Secondary School Curriculum (11 – 14 years old)
- International General Certificate of Secondary Education (IGCSE) (14 -16 years old)
- International Baccalaureate Diploma Programme (IBDP) (16-18 years old)

Staff members keep up-to-date with the latest pedagogy and regularly attend professional development courses, conferences, and seminars both at school and externally.

HOMEWORK AND READING

Homework is a valuable opportunity for:

- Instilling a sense of self-discipline and responsibility when tasks are tackled regularly and completed within guidelines and suitable timeframes.
- Developing independent learning skills, particularly in the older classes where homework will require the students, teachers and parents to work together to develop time management skills.
- Nurturing 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 the homework will give parents valuable insight into 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.
- Some homework tasks may require access to a tablet or computer, but alternatives will be given if this is not possible.

Guidelines for Homework and Time Commitment

Reading is encouraged at all levels of the school on a daily basis.

In addition to reading (and being read to), the following is a guide to how much time the students are expected to devote to all their homework, as a daily average. Students should plan 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. However, if the homework causes stress and becomes counterproductive, we ask parents to intervene and communicate this to the teacher.



Year 1	approx. 15 min.
Year 2	approx. 15-20 min.
Year 3 & 4	approx. 20-30 min.
Year 5 & Year 6	approx. 30 min.
Year 7 & Year 8	Up to 30 minutes each evening.
Year 9	Up to 45 minutes each evening.
Year 10 & Year 11	Up to 1 -2 hours each evening.
IB Diploma	Students will be required to do on average 10 hours (+) of homework per week.

Teachers may apply an appropriate sanction if students fail to hand in homework.

ASSESSMENT AND TESTS

We believe that assessment provides the basis for informed teaching, helping students progress and overcome difficulties and ensuring that teaching builds on what has been learned. Through assessment, students understand what they have achieved and what they need to work on.

There are two types of assessment:

- Assessment for Learning, or formative assessment, helps to identify or 'form' the next steps needed to make progress. It takes account of students' strengths as well as weaknesses. It essentially promotes future learning.
- Assessment of Learning or summative assessment is a systematic recording of information that summarises where the students are at a point in time. It is associated with judgements based on grades and accountability. It describes past learning and is essential for identifying progress over time.

Early Years

The Early Years teachers log children's achievements with reference to the Early Years Profile, which will be shared with parents regularly. Children are assessed during the course of their day on an informal basis, and through daily observations. In addition, specific assessments are made of basic literacy and numeracy skills, which are included in the child's profile.

In Foundation 1, there are regular and timely opportunities for parents and teachers to meet throughout the school year. At the end of the school year, in June, parents will receive a formal school report.

In Foundation 2, in addition to the above reporting schedule, parents should expect a 'Focus Child' report in Term 1. This focuses on your child's overall strengths and next steps, and how you can support them. In November and March, you are invited to meet with your child's teacher for an individual Parent-Teacher Conference.

Primary

Primary teachers assess the children on an ongoing basis through talk, marking and other informal methods to ensure the planning and delivery of the curriculum are appropriately challenging to the needs of all children in the class. Key objectives from the English National Curriculum are used as benchmarks across each year group to assess progress and attainment in Maths and Literacy. From Year 1, standardised tests are used to obtain 'meaningful feedback' with regard to English and Maths objectives.

Teacher assessments are used to assess progress and attainment in French, PE, Music and Topic work, including Science, Geography, History, Art, Design Technology and Information Technology. Parent-Teacher Conferences form an important means of communication with parents, as do the formal reports written at the end of Term 1 and Term 3.

Secondary

Managebac is the online platform teachers, students, and parents use in Secondary to view and access any work set, and record and report on students' summative academic progress across all subjects. Students and parents are provided training on how to use the platform effectively.

Assessment in the Lower Secondary (Years 7-9) is ongoing throughout the school year, with assessments taking place in each subject at the end of each unit of study. These assessments typically occur every six or seven weeks, depending on the length of the unit studied.

We assess Lower Secondary students with a separate set of subject criteria for each of the three years. This leads students seamlessly into their IGCSE options as they begin to work towards external qualifications.



Each subject uses a rubric to determine the student's attainment level. These rubrics cover the skills and knowledge that will be taught and assessed for each year of Lower Secondary study. They reflect our commitment to challenge our most able learners and ensure high-quality support for any students who may need it. The goal is that students are ready to access the IGCSE curriculum by Year 9. However, we recognise that this will look different from student to student.

We use similar numerical steps for our Lower Secondary assessment and reporting and a 'level' indicating the nature of the achievement made. This ensures coherence with the 1-9 scale used at IGCSE:

Mastering (7-9)	Has demonstrated a comprehensive understanding of all concepts, skills and knowledge and can apply to new contexts.
Securing (4-6)	Has a secure understanding of the main concepts and skills and knowledge when applied to familiar contexts.
Acquiring (1-3)	Has grasped some of the main ideas and skills in a unit of work, but others require development.

Assessment in the Lower Secondary takes a variety of forms, including sitting tests, giving presentations, undertaking investigations and reporting on experiments. Students will be aware of these summative assessments in advance. Grades are fed back to students and parents via Managebac approximately every six weeks, and used to generate the end-of-year school grade reported on a scale of 1-9.

The IGCSE (International General Certificate of Secondary Education) is the curriculum provision offered in Year 10 and Year 11. Students are assessed throughout the two-year programme in line with the expectations and assessment criteria of the International Examination Boards. Final external assessments for Year 11 students are held from April or May of Year 11. They are conducted by the following external examination boards: Cambridge International Examinations (CIE) and Edexcel. CIE and Edexcel have a 9-1 grading scale, where 9 represents the highest mark and 1 the lowest. The final results are released in August of Year 11.

Year 12 and 13 students in the International Baccalaureate Diploma Programme (IBDP) undertake assessments throughout the two-year programme in line with the expectations and assessment criteria of the IBDP. This includes an independent Extended Essay, Theory of Knowledge (TOK) Exhibition, TOK Essay and Internal Assessments in all six subjects. Assessment throughout the IBDP incorporates past DP examination questions. It is designed to enable teachers, students and parents to monitor progress. These results also help with the informing of predicted grades for university applications. Mock examinations are held at the beginning of Term 2, at the end of Term 3 of DP1, and at the beginning of Term 2 in their final year. External examinations take place over three weeks in May of DP2, with the final overall results issued at the beginning of July.

Additional information for each component of the Secondary curriculum is shared with parents via presentations at the beginning of the academic year and before Year 9 and Year 11 select their options for IGCSE and DP, respectively, in February.

STUDENT SUPPORT SERVICES

LCIS is an inclusive school and welcomes students with neurodiversity and other needs. Within the framework of our possibilities as a mainstream school, we offer support for students requiring extra attention. Students sometimes require specific and tailored education plans to allow them to function to the best of their ability in the school. Where appropriate, teachers, with our Learning Support Coordinators in Primary and Secondary, will develop an Individual Education Plan (IEP) for these students. This plan details to all staff and parents any special arrangements that have been put in place to provide students with the support they require. Parents are involved at all stages of this process and its planning, monitoring and review. Fees may apply.

EAL (English as an Additional Language)

English as an Additional Language (EAL) support is offered to all Foundation 2 to DP2 students who need extra help learning English to access the curriculum and develop their literacy skills. It is offered either in class or in separate EAL lessons according to the student's needs.

Beginner-level students receive a tailor-made programme by an EAL specialist teacher based on their needs. Parents are provided with termly reports on their children's progress and resources they can use at home. Fees may apply.

EXTRACURRICULAR ACTIVITIES (ECAS), AFTERSCHOOL CARE

We provide a variety of extracurricular activities to support our students' interests and passions. Our ECAs cover various areas, such as sports, lifestyle, academics, recreation, arts, crafts, and games.

Some clubs are free, while others require an additional fee. Registration for each club takes place each term via SchoolsBuddy, our dedicated software platform.

In addition to the music curriculum offered at LCIS, students may also choose to take private music lessons. A range of independent music teachers are available on site, offering instruction in voice, music theory, and a variety of instruments.

After-School Care

Students from F1 to Year 7 are welcome to attend our After-School Care sessions. These run daily from 15:05 to 18:15 and provide a safe, supervised environment where children can relax, play, or complete homework. The cost is 15 CHF per session.

RESIDENTIAL TRIPS

Summer term residential camps are integral to our curriculum from Year 1 to DP1. All camps are led by experienced high-quality camp providers and accompanied by our staff. Our staff are available to discuss any concerns or the needs of individual children before the camp. Dates, detailed arrangements, and consent forms for residential trips will be shared with parents in due time.

Unfortunately, we cannot accommodate late arrivals or early departures from these camps. During the Summer term, children from Year 1 to Year 6 attend a 3-day (2-night) residential camp. The residential camps of the Secondary school take place after the end-of-year examinations in June.

PARENT INVOLVEMENT

Parent Council

Our Parent Council is a critical link between school and parents and at the heart of our commitment to working as one team. It represents the Parent Body and parent voice. The committee's purpose is to communicate between the Parent Body and the school and provide advice and feedback on school strengths and areas for improvement. Focus areas include curriculum, learning, facilities, resources, health and safety, communication and general school-home relations, international-mindedness and cultural diversity, promoting parent involvement in school surveys, seminars, and workshops, and marketing the school to the local community and expat groups. The role of the Council is not to discuss individual student matters.

PARENT TEACHER ASSOCIATION

The LCIS Parent Teacher Association is open to all parents and staff. There are normally two major events per year: Trunk or Treat and International Day Food Festival. Regular communication also keeps parents informed of meetings, coffee mornings, and social events. Additionally, a parent from each class is elected as a Class Representative and acts as the social coordinator and spokesperson for the class. Class Representatives meet regularly to plan social programs and activities, sell second-hand uniforms, and communicate with the school management on behalf of school parents. The PTA is vital to the school community and welcomes new volunteers anytime. Please feel free to contact the Parent Association at lacote_pta@yahoo.com.

The LCIS PTA maintains a closed Facebook group to share information and keep up to date with events. Please click [this link](#) and simply ask to join the group.





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