LTSM INTERNATIONAL CURRICULUM POLICY

for

Key Stage 4 and Key Stage 5

LTSM International

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Author/owner: LTSMI

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Our Mission Statement:
Achieving Excellence Together!

This policy is written in conjunction with the Staff Handbook and other relevant LTSMI Policies.

LTSM International is committed to safeguarding and promoting the welfare of all in its care.
We expect staff, parents, volunteers, visitors and the students to share this commitment.

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LTSM International

1. AIMS

The curriculum at LTSM International is structured to ensure the holistic development of students, encompassing intellectual, social, emotional, and physical growth. It aims to give learners an in-depth understanding of their chosen subjects while fostering a lifelong passion for learning.

Key objectives include helping students build a solid foundation in core subjects such as English, Mathematics and Science, while promoting a well-rounded education through the Humanities, Arts, and foreign languages.

Strong emphasis is placed on developing students' critical thinking, problem-solving, and research skills, enabling them to analyse complex ideas confidently and present well-reasoned arguments.

Furthermore, the curriculum integrates essential 21st-century skills such as digital literacy, collaboration, and effective communication.

Ethical reasoning and global citizenship are central themes, ensuring students understand the importance of cultural awareness, social responsibility, and sustainability.

Personalised learning pathways allow students to tailor their studies to their strengths and aspirations. Through a combination of coursework, practical applications, and inquiry-based learning, students develop independence, resilience, and adaptability, preparing them for the challenges of higher education and professional careers.

The curriculum at the LTSM International is designed to:

- Support and enhance our core values of courage, integrity, resilience, honesty, academics, originality, excellence;
- provide a broad and balanced education for all students which is coherently planned and sequenced, such that:
    - students acquire sufficient knowledge for skills and future learning and employment;
    - students are given experience in linguistic, mathematical, scientific, technological, human, social, and physical education;
    - students receive appropriate personal, health, social and economic education, including relationships and sex education (RSE) and that our curriculum supports fundamental British values;
    - students' spiritual, moral, social and cultural development is supported;
    - support and encourage healthy lifestyles;
    - promote a positive attitude towards learning;
- ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support;

- equip students with the knowledge and cultural capital they need to succeed in life, including up-to-date careers guidance which is presented impartially;
- enables students to make informed choices about a broad range of career options; and helps to encourage students to fulfil their potential;
- provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals;

- develop students' independent learning skills and resilience, to equip them for further/higher education and employment;
- provide students with the knowledge and skills to keep themselves safe at school and in the broader world.

2. SCOPE AND APPLICATION

The curriculum policy for Key Stage 4 (KS4) and Key Stage 5 (KS5) at LTSM International is designed to provide students with a comprehensive, balanced, and academically rigorous education that prepares them for higher education and future career pathways. It reflects our commitment to academic excellence, innovation, and international-mindedness while supporting students in developing critical thinking, problem-solving abilities, and a strong ethical foundation.

The policy aligns with Cambridge International, the National Curriculum for England and other globally recognised frameworks, ensuring high teaching, learning, and assessment standards.

Our approach fosters intellectual curiosity, independent learning, and adaptability to meet the demands of an ever-evolving global landscape.

3. LEGAL FRAMEWORK

This policy reflects the requirements of the National Curriculum programmes of study and the Cambridge curriculum for IGCSE, Cambridge IGCSE and AS/A Levels, and Cambridge AS/A Levels.

It also reflects the requirements for inclusion and equality set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. It refers to the curriculum-related expectations of governing boards in the Department for Education's Governance Handbook.

4. PUBLICATION AND AVAILABILITY

This policy is published on the School website.
This policy is uploaded to Google Drive and can be accessed by all LTSMI staff.

Date written	Authorised by	Review Date/ Period	Intended audience
August 2024	LTSMI Senior Leadership Team	annual (sooner if required)	, Parents, Staff, Visitors

5. ROLES AND RESPONSIBILITIES

The CEO of FOUNDATION MEA GOVERNING COUNCIL

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided for students to cover the National Curriculum for England, the Cambridge Curriculum, and other statutory requirements;
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND);
- All courses provided for students below the age of 19 that lead to qualifications, such as IGCSEs and A-Levels, are following the National Curriculum for England and the Cambridge Curriculum ;
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- It fulfils their role in processes to disapply students from all or part of the National curriculum for England, where appropriate, and in any subsequent appeals;
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

The CEO of Foundation Mea Governing Council delegates these responsibilities to the Head of LTSMI and the Key Stage 4 and 5 coordinator.

Head of LTSM INTERNATIONAL

The head of LTSM International is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is annually reviewed by the Key Stage 4 and 5 coordinator;

- Students' individual needs are addressed through a support programme outlined in an individual development plan when appropriate.
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The SLT and the Key Stage 4 and 5 coordinator are fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The SLT and the Key Stage 4 and 5 coordinators advise on whole-school targets to make informed decisions;
- Proper provision is in place for students with different abilities and needs, including children with SEND.

Other staff

Other staff will ensure that the school curriculum is implemented following this policy.

- The school's Leadership Group, and in particular the Head of LTSMI and the Key Stage 4 & 5 coordinator with responsibility for curriculum, are responsible for ensuring that the all departments have appropriate subject schemes of workin place, reflecting the aims of the school and indicate how the needs of individual students will be met;
- Heads of Department are responsible for ensuring that schemes of work provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

6. CURRICULUM ETHOS

FUNDAMENTAL BRITISH VALUES (FBV)

At LTSM International, we aim to promote the "British Values" ethos at every level. FBVs are integrated as extensively as possible within all schemes of work.

Democracy

- Students can participate in the school's student voice, engage in extracurricular programmes, and run for election as class representatives on the Student Council;
- Visits to other relevant institutions to see democracy in action, as part of planned projects or during extra-curricular programmes;
- Visiting speakers to discuss democracy as part of school assemblies.

The Rule of Law

- School rules are discussed and agreed upon with subject classes;

- Teachers and staff model this value by applying school rules and policies equally to all students;
- Students follow the school rules surrounding dress code and classroom behaviour;
- Students have opportunities to reflect on their behaviour.

Individual Liberty

- Students are to have pride in their school equipment and resources;
- Understanding and believing in the values and aims of the school;
- Feeling empowered to make choices and understanding consequences;
- Having leadership roles as classroom representatives or as a part of student leadership;
- Students are taught how to stay safe online by delivering E-Safety and PSHE.

Mutual Respect, Tolerance and Respect of Opinions and Diversity

- Students are encouraged in class time to work in groups and to collaborate with their peers;
- Students respect each other's personal space;
- Students respect each other's contributions in classroom activities;
- Regular anti-bullying assemblies, workshops and events take place throughout the year;
- Team building is developed through sports in PE lessons, paired/group work in classes, regular House Teams events, or as part of extra-curricular programmes;
- SMSC is taught and planned for within all subject areas;
- Students support each other as part of peer tutoring programmes;
- Students are encouraged to listen carefully to other points of view;
- Students have opportunities to investigate traditions and customs of the school's diverse community;
- Students have the opportunity to attend student conferences that highlight governmental agencies and programmes;
- All students have the opportunity to engage with the PSHE curriculum through specific lessons, whole school, or classroom activities.

Challenging

- We provide a quality curriculum that challenges students to achieve their very best. We aim to develop lively, inquiring minds who can think imaginatively and critically and respond positively to opportunities, responsibilities, enterprise, and leadership. The upper secondary school uses the National Curriculum for England and the Cambridge IGCSE and AS/A Levels programmes of study, which are extended for the more able, with the expectation that all students reach their full potential.

Wide-ranging and diverse

- We aim to provide a curriculum that meets the individual needs of all our students and fully develops their abilities and aptitudes. Teaching staff's specialist skills and expertise ensure we have various knowledge and skills-based learning programmes. These give each student various experiences, fostering educational development and encouraging independent learning. What is taught and how it is taught matches individual learning needs and fully develops their abilities and aptitudes.

Inclusion

- We are committed to including all needs and backgrounds, recognising that all teachers are responsible for meeting the different learning styles and needs.
- We aim to support staff and parents so that they experience success and fulfil their potential in a positive and supportive environment. We strive to differentiate our curriculum to suit our needs and set targets for them to achieve. The curriculum in our school is designed to provide access and opportunity for all who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individuals, then we do so.
- The Student Development coordinator, in conjunction with the subject teachers, is to assess all ' learning needs and coordinate support for Special Educational Needs and Disabilities, including for those with an Education, Health and Care Plan (EHCP), and for those for whom English is an Additional Language to ensure that we meet their learning requirements. The Student Development coordinator also provides Learner Profiles for all (CAT 4 results) in the staff shared drive.

Evolving

- To prepare each student for the ever-changing community of the 21st century, we keep the curriculum under constant review to ensure it is relevant and accessible. We respond to the needs of the staff with a regular monitoring and evaluation programme. Personal, Social, Health and Citizenship Education (PSHCE) has a high profile throughout the school. It is central to understanding current social and moral issues and recognising the importance of traditional values within today's society. This is born of a strong sense of community: honesty, respect for others, self-respect, self-confidence, personal-moral values, and self-discipline.

Multi-cultural

- We are a community enriched by staff and from various backgrounds. Our curriculum aims to develop a respect for spiritual values and other cultures, faiths, and ways of life.

Teaching and Learning

- Effective teaching and learning are essential for successfully delivering the curriculum and its aims. Staff are regularly involved in discussions on curriculum development, assessment, homework, and the provision for individual needs through whole school, middle management, and departmental meetings. We aim to create a challenging learning environment for learners of all styles, backgrounds, and abilities. The teachers, with the support of the SEND department, will identify those who need learning support. Recommendations will be made for appropriate differentiation and teaching strategies to allow full access to the curriculum. This is done through informal and formal observations, assessment results and screening.
- Teaching at LTSM International follows student-centred methodologies that encourage engagement, collaboration, and independent inquiry.
- Lessons incorporate instructional strategies, including direct teaching, project-based learning, and critical discussions, to enhance comprehension and analytical abilities.
- The school integrates technology into the curriculum, ensuring students develop digital competence while accessing innovative learning resources. Differentiated instruction and personalised learning plans support diverse student needs, ensuring that every learner can achieve their full potential and develop academic confidence.

Assessment and Reporting

- Assessment is an integral part of the learning process and includes both formative and summative evaluations. Regular assessments provide valuable feedback on student progress, helping teachers tailor instruction to meet individual needs.
- Formal examinations, coursework, and project-based assessments comprehensively evaluate students' abilities. Reports detailing academic achievements, strengths, and areas for improvement are issued periodically, twice per year: one in December and one in March. Parents are actively engaged through regular feedback sent via the school's MyEducare platform, consultations, and progress meetings, which take place monthly, to ensure a collaborative approach to student success.

7. CURRICULUM ORGANISATION

The KS4 curriculum lasts two years and follows the International General Certificate of Secondary Education (IGCSE) framework. During this time, students take a mix of core and elective subjects to ensure a well-rounded education.

Core subjects include English Language and Literature, Mathematics, and the Sciences (Biology, Chemistry, and Physics), which are essential for developing foundational academic skills. In addition to core subjects, students select from various available

courses, such as Business Studies, Geography, History, Computer Science and Modern Foreign Languages.

The selection process is carefully guided to balance academic ambition with personal interest, ensuring students make informed choices aligned with their future aspirations.

At **KS5**, students embark on the Advanced Subsidiary (AS) and Advanced Level (A-Level) courses, typically studied over two years. This phase of education offers a more specialised focus, where students select three or four A-Level subjects aligned with their university and career aspirations.

The curriculum ensures students receive depth and rigour in their chosen disciplines while maintaining interdisciplinary learning and independent research opportunities. Subjects available at A-Level include English Language, English Literature, Mathematics, Further Mathematics, Physics, Chemistry, Biology, Economics, Computer Science and Sociology.

This stage of education emphasises advanced conceptual understanding, analytical skills, and independent study techniques to equip students with the competencies required for higher education and beyond.

In both KS4 and KS5, students engage in a structured timetable that balances academic study with enrichment activities, ensuring a holistic educational experience. The curriculum is enriched with workshops, guest lectures, research projects, and field trips that provide real-world applications of theoretical knowledge.

Furthermore, assessments are integrated throughout the programme to track progress and provide constructive feedback, ensuring students remain on course to achieve their potential. The school employs differentiated instruction to cater to diverse learning styles and abilities, ensuring every student receives the support needed to excel academically and personally.

Lesson timings

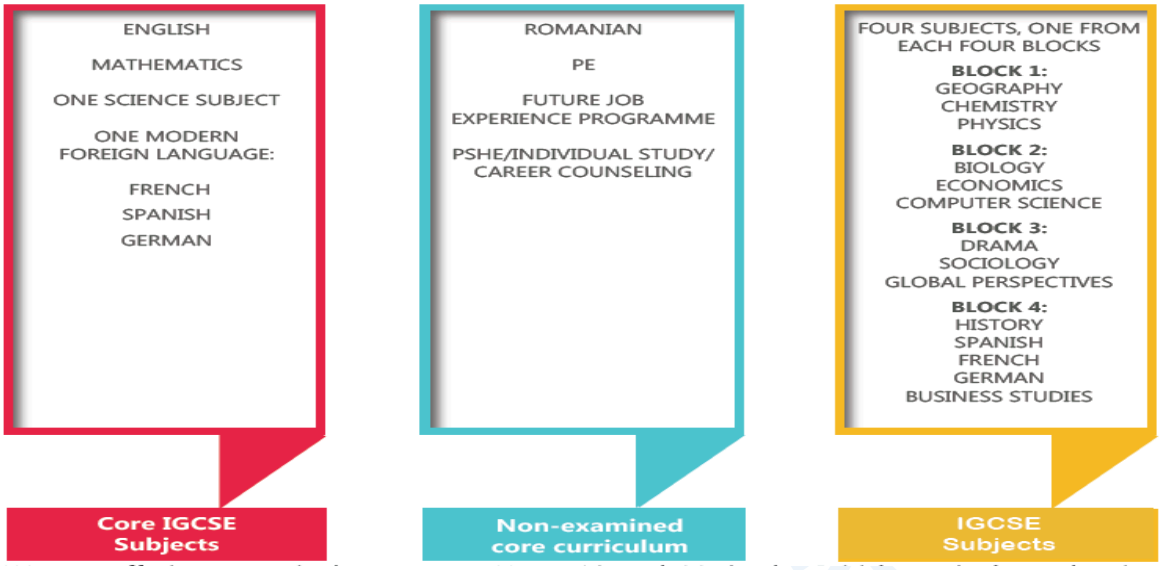
The curriculum operates on eight 50-minute periods until 2:00 pm and 40-minute periods from 2:00 to 4:20.

Subjects and Pathways

At **KS4**, LTSMI offers a curriculum across Years 10 and 11, including 8 IGCSE examination subjects. These involve:

- **four core subjects** of English (Second and First Language), Mathematics, one Science subject (Biology, Chemistry or Physics), and a modern foreign language (German, French, or Spanish).
- and **four chosen subjects** from the following blocks:
  - block 1 - Geography, Chemistry, Physics,
  - block 2 - Biology, Economics, Computer Science,
  - block 3 - Global Perspectives, Drama, Sociology,

- block 4 – History, Spanish, French, German, Business Studies, depending on the student's interests.



The final choice of subjects will cover all six mandatory curriculum areas: English, Mathematics, Foreign Modern Language, Science, Humanities, and Vocational.

If the student is not a native Romanian or English speaker, we can offer the option to take any first language course only to administer the tests.

In addition, the core curriculum is completed with non-examined subjects, such as PE and Romanian Language.

Physical Education – PE remains compulsory in Years 10 and 11 as we promote a healthy environment for our students. This subject will be assessed according to Romanian standards.

Romanian Language - Romanian will still be studied in Years 10 and 11 as we foster the importance of students consolidating their knowledge of their mother tongue, and also give non-Romanian students the chance to learn Romanian at a conversational level. This subject will be assessed according to Romanian standards.

At **KS5**, students choose three to four A-Level subjects, providing depth in specific disciplines while maintaining opportunities for interdisciplinary learning. The selection process is carefully guided by individual academic strengths, university admission requirements, and career goals, ensuring each student receives tailored academic support.

The **KS5** curriculum at LTSM International offers for the Academic School Year 2024-2026 the following Cambridge International AS/A-level subjects:

Biology, Chemistry, Physics, Computer Science, Mathematics, Business, Economics, Geography, History, Psychology, Sociology, English Language, English Literature.

Kindly note that the above list is subject to change according to the students' requests and the schools' educational plans. Each subject is allocated six or seven lessons/ week.

Our learners typically choose four AS subjects in Year 12 and continue with three A-level subjects in Year 13. Whatever combination of subjects students choose, they must continue with three of these subjects in Year 13.

Students cannot change subjects between Year 12 and Year 13. All AS/ A-level level courses come with IGCSE prerequisites. Students who score below a C in the corresponding IGCSE exam will be allowed to sit the AS level exam for that subject only if they sign a statement that they take full responsibility for any extra studies required to pass the exam successfully and that the school will not be held responsible for the outcome of their exam.

Subject-specific entrance tests may be taken if inadequate information exists about the student's ability to meet the academic demands of the A Level programme.

Colleges and universities usually make informed decisions about their admissions based on the AS/ A-level predicted applicants' grades. AS/ A-level predicted grades are subject-specific indicators of what grades a student is most likely to achieve in their upcoming formal AS/ A-level qualifications. However, it is not always an exact science; there can be challenges around providing and receiving predicted grades, for all involved. Predicted grades can only be as reliable as the procedures that lead up to them: previous summative assessments, progress pace, teachers' experience, subject standardisation for assessments and predicted grades, etc.

The Cambridge AS assessments take place at the end of Year 12, respectfully at the end of Year 13 for the Cambridge A-level assessments and can include written, oral, coursework, and practical assessments.

The Cambridge AS/ A-Level examination sessions occur twice yearly, in June and November. Results are issued in August and January. The AS grades achieved in Year 12 are mandatory and represent half of the overall A-level grades calculated at the end of Year 13. Grades are benchmarked using six internationally recognised grades, A* to E, with clear achievement guidelines for each grade.

8. SUPPORT FOR STUDENTS

LTSM International provides extensive academic and pastoral support to ensure student well-being and success. Dedicated subject teachers, academic advisors, and a university counsellor guide students through their studies and future planning.

Additional support is available through tutoring, mentoring programmes, and learning enhancement workshops. Students with specific learning needs receive tailored interventions, ensuring they can fully access the curriculum and achieve their potential.

9. ENRICHMENT AND EXTRACURRICULAR OPPORTUNITIES

A programme of extracurricular activities complements the academic curriculum, fostering holistic development. Students are encouraged to participate in clubs, local and international competitions, and community service projects.

Leadership programmes, internships, volunteering and **The Duke of Edinburgh's Award** provide further opportunities for students to develop skills beyond the classroom.

The **Future Job Experience Programme** ensures students gain valuable insights into potential careers through hands-on experiences, equipping them with the confidence and skills necessary for the future workplace. This initiative exposes students to various career options and helps them make informed decisions about their future paths. Through the programme, students gain insights into multiple professions via guest speakers, workshops, and real-world job experiences, ensuring that the guidance they receive is relevant and comprehensive. There are four practical workshops where they learn about the particularities or the behind the scenes parts of jobs like engineering, film making, medical, and media professions. Students will participate in 16 workshops, divided into four sessions for each professional field. At the end of this programme, secondary school students are requested to undertake a volunteer programme.

10. UNIVERSITY AND CAREER PREPARATION

The school is committed to preparing students for higher education and future careers by offering personalised guidance on university applications, scholarship opportunities, and career pathways. Collaboration with **IntegralEdu**, other partners and the LTSMI university's admissions counsellor ensures that students can access expert advice. Workshops on university entrance exams, personal statement writing, and interview preparation support students in achieving their higher education goals.

Through comprehensive guidance, students are empowered to make informed decisions about their academic and professional futures.

11. MONITORING AND REVIEW

The curriculum policy undergoes an annual review to ensure it remains aligned with best practices, international standards, and students' evolving needs. Feedback from students, parents, and teachers informs continuous improvements.

Leadership teams oversee the policy's implementation, ensuring that high academic and pastoral care standards are maintained. Ongoing professional development for teachers ensures that the quality of education remains at the highest level.

12. CONCLUSION

The KS4 and KS5 curriculum at LTSM International is designed to provide a world-class education that prepares students for success in higher education and beyond.

Through a dynamic and student-focused approach, we cultivate excellence, innovation, and lifelong learning, ensuring our students are well-equipped to navigate an increasingly complex and interconnected world.

LTSM International