



ICSMILAN
INTERNATIONAL SCHOOL

Shaping the world

School Brochure





Welcome to ICS Milan

ICS Milan is the first school dedicated to students from 1 – 18 Years that offers an international curriculum enhanced by a pedagogy that develops methodology, collaborative learning, and critical and creative thinking. A school of innovation that helps children grow into citizens of the world.

The school is a very special place to learn and a very special place to work. We provide a caring, supportive and secure environment, where children and young people, passionate and curious about the world around them, learn, grow and develop in a creative and stimulating way. Students and teachers work collaboratively; asking questions and challenging the accepted norm in order to find concrete solutions to complex problems.

Our STEAM agenda, focused on the symbiosis between the arts and sciences, fosters an inclusive learning environment, allowing students to create tangible connections between the subjects they study.

Inquiry-based learning, computational thinking and research-based learning form the bedrock of our pedagogy. It is this pedagogy which runs as a continuum through our curriculum: from our youngest learners, who follow the EYFS framework, through the primary IPC and Cambridge

Primary Programme and onto the IB MYP and IB diploma. Our curriculum enables students to gain a breadth and depth of knowledge and to flourish intellectually, physically, emotionally and ethically.

As a member of the Globeducate family of international schools, we promote and support the vision to prepare each student to become a global citizen who can shape the world.

“ At ICS Milan, students are given the space to be curious, to ask questions and to develop their critical thinking skills. ”

Please do not just take my word for it, however; come and visit the school for yourself. You will be most welcome.

Antonia Giovanazzi, EXECUTIVE PRINCIPAL

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“ At ICS Milan we aim to inspire, motivate, and challenge all students to achieve their personal best. Our goal is to provide our students with a rich, creative, and well-balanced educational experience which prepares them to be citizens of the world of the future. ”

ICS Milan collaborates with IFOM, the FIRC Institute of Molecular Oncology, offering students the unique opportunity to explore their scientific knowledge in the laboratory, tutored by researchers.



About us

Within a safe, caring and supportive environment each student's uniqueness is nurtured and celebrated. For us, every student's wellbeing, happiness and social development is as important as the achievement of academic goals. By providing interesting and varied learning opportunities we aim to instill in our students a natural desire to discover and learn so that they gain a knowledge of the world in which they live and an appreciation of a global culture.

THE PEDAGOGY OF ICS

ICS Milan teaches creativity, responsibility, respect, diversity, compassion and shared values. Students are invited to develop a sound knowledge base and to reflect on and reassess their

surroundings from a variety of perspectives. Our teaching approach stimulates each developmental and learning phase of every child by placing respect for others and ourselves at its centre. It also encourages students to develop interconnection between the different areas of knowledge.

SCUOLA PARITARIA

ICS Milan is recognised as Scuola Paritaria: the school adopts the national recommendations for the curriculum issued by the Italian Ministry of Education (MIUR), allowing the students to achieve the same qualifications as a state school. We work closely with an expert consultant and former Italian Head Teacher to ensure that we fully meet the

requirements. Our Italian and non-Italian teachers plan and teach collaboratively to offer the highest standard of blended learning to our students.

MEMBER OF GLOBEDUCATE

Since 2017 ICS Milan is a proud member of the Globeducate network and has five sister ICS schools in London, Paris, Nice, Côte d'Azur and Rome. Globeducate operates in more than 55 international schools in Europe, North America and Asia, with more than 25.000 students from over 60 different countries. This membership allows our students to participate in international exchanges and events organised by the Globeducate schools group. ✨

Curriculum

ICS Milan offers a stimulating learning journey which is defined by a rich and well-structured curriculum that integrates the following frameworks:

EARLY YEARS

- The British Early Years Foundation Stage, a play-based framework, featuring the learning and development goals for young children from birth to five years.

PRIMARY SCHOOL

- The Cambridge Primary Programme, covering English and maths.
- The IPC - International Primary Curriculum, covering the topic-based subjects (science, social studies, geography, history, art and international mindedness).
- National recommendations for the curriculum as established by the Italian Ministry of Education for the Italian language and culture programme. In the 2016/17 academic year, ICS Milan was granted officially recognised school status (parità).



SECONDARY SCHOOL
ICS Secondary School has been designed to offer the IB Programme of the International Baccalaureate:



- Middle Years Programme for students from 11 to 16 years old.

*ICS Milan is a Candidate School** for the MYP. This school is pursuing authorization as an IB World School.
**These are schools that share a common philosophy – a commitment to high quality, challenging, international education that ICS Milan believes is important for its students.

- IB Diploma programme 17 to 18 years old.

At the end of Year 9, students may continue their learning journey in the Middle Years

Programme of the International Baccalaureate and work towards the IB Diploma Programme which prepares them to earn the International Baccalaureate Diploma. The IB Diploma is equivalent to the Italian maturità but taken one year earlier and allows students to apply to all Italian universities as well as universities in some 90 other countries around the world.

Importantly, students wishing to study for the IB Diploma do not need to have completed the IB Primary Years Programme or IB Middle Years Programme; indeed, we welcome students from a variety of school systems and curricula. Our ICS teaching teams are leaders in delivering

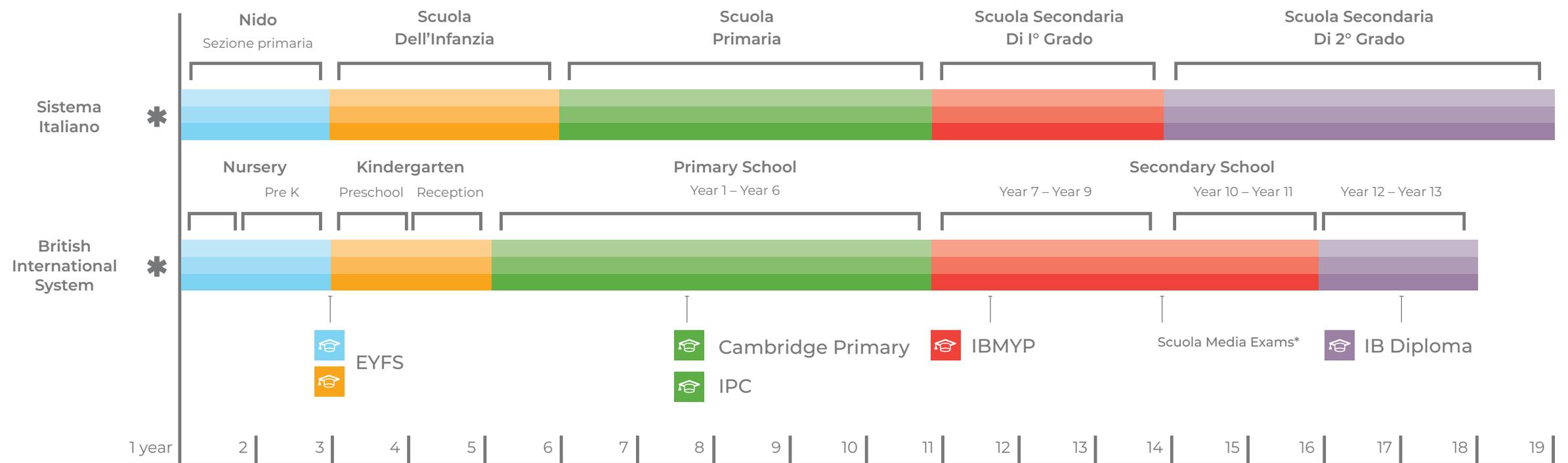
the International Baccalaureate Diploma, a comprehensive education programme taught in more than 150 countries across the globe. ICS students are taught to thrive in a world that is rapidly changing, and they excel in their IB studies, allowing them to accept offers from many universities worldwide, including some of the world's top universities.

The learning journey at ICS is focused on STEAM agenda and the design approach, which uses the process of guided creativity typical of the design process to support the development of problem-solving skills and the expression of each student's individual potential.

Our teachers create lessons that are filled with opportunities. Academic results are achieved whilst supporting the students in acquiring an awareness of their own individual capabilities. Teachers encourage the development of critical and analytical thinking, freedom of thought and expression, and they place importance on cultural differences and curiosity as a driving force in the learning process.

The school has been designed as an inviting and stimulating environment. Our classrooms are flexible spaces that support learning and opportunities for discovery and inquiry that vary and differ from day to day.

Learning at ICS takes place in an English-speaking environment, with native level English-speaking teachers supported by Italian teachers. Our curriculum adheres to the Italian national requirements for kindergarten and the primary years as outlined by the Italian Ministry of Education, specifically for the Italian language, history and culture programme. The curriculum also adheres to high international standards that prepare students for a rapidly changing world thanks to an innovative, comprehensive cross-curricular programme that delivers all the core subjects. ✨



*As a Scuola Paritaria, our students have the flexibility to move between the Italian and international curriculum: they can sit the Scuola Media exams with us and move back to the Italian system for Liceo, or they can continue their Scuola Superiore studies with us in 4 years alongside the IB, MYP and DP.

Experiential Learning

STEAM EDUCATION

At ICS Milan, one of our key pillars of learning is focused on STEAM education – an integrated approach to learning which engages all students around the subject areas of Science, Technology, Engineering, the Arts and Maths.

Our STEAM approach aims to spark an interest and lifelong love of the arts and sciences in the children from an early age. Science, Technology, Engineering, the Arts and Maths all involve creative processes and routes to inquiry and investigation.

In STEAM projects, our students are hands-on learners – teachers play the role of nurturing curiosity and help students to develop the skills they need to reach their answers by themselves.

Our students learn how to analyse and interpret data to make informed choices, with teachers as co-investigators to show them the way. By bringing these key subject fields together, students learn how to build bridges between ideas and their realisation.

DESIGN APPROACH

One of the defining characteristics of ICS Milan is the application of the design approach. Classroom

teachers collaborate with professional designers to develop hands-on, minds-on design labs which stimulate the curiosity and inventiveness of the children. Design labs are aligned with topics of inquiry from the classroom curriculum and provide the children with the opportunity to become critical and creative thinkers by proposing and realising projects related to the themes explored in class.

During the school year students participate in a series of five different Design Lab Units. Together the teachers and designers plan a series of explorations, inquiry and hands-on activities which aim to develop collaboration, problem solving and innovative thinking skills. Children are encouraged to make connections with their prior knowledge during the design labs and to deepen their understanding throughout the unit.

At ICS Milan, as part of Globeducate, we also offer LEGO® Education resources. This enables us to deliver playful learning experiences that bring subjects to life in the classroom and make learning fun and impactful. It is based on hands-on learning to inspire interest in Science, Technology, Engineering, Arts and Maths (STEAM). ✨



In ICS schools, design-thinking leads the way, and our schools are equipped to prepare each student to solve problems that have not yet been imagined and to work in jobs not yet existing.

Our goal is to cultivate learners who will be capable of devising simple solutions for complex problems, global citizens who are capable of reading, interpreting and building the future. Our group-wide approach to teaching and learning will create learners who are true pioneers and change-makers. Our wider curricula will be constructed around the individual differences and specific talents of our student body, cultivating healthy competitiveness amongst ourselves and giving each student the opportunity to access their first-choice university.



■ Our task is to encourage the child's natural curiosity and create the conditions that will allow him to ask the right questions and focus on the goal.



“ We firmly believe that parents are the first and most enduring educators of children. By creating a partnership with parents, we can together ensure the best outcomes for our students. We do this by regularly sharing our observations and discussing children’s progress both at school and at home.”

Families receive constant guidance and support from our team to ensure that each child’s experience is positive and nurturing. Our teachers and leadership team are always available to talk about any concerns parents may have.



Students, Teachers and Parents

OUR STUDENTS

Our students are ordinary children capable of doing extraordinary things. Each of them has a talent, an aptitude, potential, or an interest just waiting to be discovered.

Our students are always inquiring, discovering and demonstrating joy and passion for learning new things. They are constantly planning how to reach beyond the limits and above all they are planning their own futures.

Our students are happy children and enthusiastic learners.

We support our students to be:

- ACTIVE LEARNERS
- PROBLEM SOLVERS
- CREATIVE THINKERS
- EFFECTIVE COMMUNICATORS
- LIFELONG LEARNERS
- COLLABORATORS
- FUTURE GLOBAL CITIZENS
- RESPONSIBLE, RESPECTFUL AND CARING
- UNIQUE INDIVIDUALS

OUR TEACHERS

We have a strong team of qualified and experienced teachers and support staff who work closely with the children and their families to create strong relationships based upon mutual respect. We believe that our role is to care for and nurture, as well as educate, the students

in our school. All of our class teachers are native level English-speakers, fully trained and qualified, with experience of working in a range of educational settings.

In Primary and Secondary School, teachers work closely with their Italian colleagues to ensure consistency in approaches and a cohesive learning experience for the children in English and Italian. We have specialist teachers for Music and PE, as well as a specialist language teacher to work with those students who require extra support with English or Italian. We believe that the partnership between school and home is fundamental to the success of each student’s school experience and our staff are always available to speak with parents and offer support, advice and guidance when necessary.

PARTNERSHIP WITH PARENTS

We believe in developing a strong partnership with our children and their families, based upon mutual respect, trust and a shared desire for all children to fulfil their potential and enjoy their school life. Communication between home and school is a priority for us and we ensure this happens regularly in several ways: a weekly school update, individual parent meetings, written reports at the end of the school year, as well as informal updates from the class teachers. ✨



■ We have an open-door policy and welcome parents into the classroom to share in the learning.

Early Years

The Early Years programme at ICS Milan is dedicated to children between the age of one to five years and is divided between the Nursery and the Kindergarten.

The pedagogic programme that we follow at ICS Milan is the UK Early Years Foundation Stage Framework (EYFS).

This framework is based on four underpinning principles:

- **UNIQUE CHILD**
Every child is seen as a competent learner from birth who can be resilient, capable, confident and self-assured;
- **ENABLING ENVIRONMENTS**
The environment plays a key role in supporting and extending children's development and learning;
- **POSITIVE RELATIONSHIPS**
Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a Key Person;
- **LEARNING AND DEVELOPMENT**
Children learn and develop in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Within the EYFS learning is broken down into seven key areas:

- **PRIME AREAS OF LEARNING AND DEVELOPMENT**
Social and Emotional

Development, Physical Development, Communication and Language

• **SPECIFIC AREAS OF LEARNING AND DEVELOPMENT**

Maths, Literacy, Understanding the World, Expressive Arts and Design.

At ICS Milan there is a strong focus on the social and emotional aspects of learning. Experiences and learning opportunities are presented to the children in a context of meaningful play, balanced with child-initiated activities, to ensure that children can learn in an environment that is active and engaging. This allows them to be creative, to think critically and to take risks in order to achieve more. Through close observation, each practitioner ensures that she/he can provide effectively for the needs of every child in the group.

ACTIVITIES

By offering a broad range of activities that appeal to and stimulate the natural curiosity of children, we are able to support them as they learn about themselves and the world around them. The expertise of our practitioners ensures that the children are offered resources that stimulate and challenge them and that they have the opportunity to learn and develop across all areas. We strongly believe in the many benefits of outdoor play for young children.

LANGUAGE AND LITERACY

ICS Early Years environments are English immersion, giving children the chance to learn the language in a spontaneous and natural way and with a rich vocabulary. Where necessary we support non-English speakers and use a variety of aids to help them understand.

We firmly believe that children should be able to express themselves freely and we understand that good language development in the mother tongue supports the acquisition of additional languages. Our goal is to add English to the children's linguistic repertoire. The Early Years children pick up the new language at an astonishing rate and even before they start to produce oral language you can clearly see they comprehend.

DAILY ROUTINES

Each day follows a routine which helps the children to feel secure as they know what to expect next. There are big and small group moments together with friends as well as more personal quiet moments such as nappy changing and sleep and story time. We recognise the importance of each and every interaction that the children have throughout the day. ✨





Once a week the children are given the opportunity to access activities that have been planned in collaboration with a designer. These sensory and exploratory activities complement the day-to-day learning of the children.

Early Years

NURSERY

ICS Nursery accepts children from the age of one to three years old. Our nurseries are designed to ensure that all areas of the setting are supportive of young children's ever-changing needs. We recognise the importance and value of the early years of a child's life and understand the need for children to have a place where they are free to play, express themselves and learn according to their interests and motivations, a space where they can grow in confidence as they are supported and encouraged on their personal learning journey.

The children are divided by age, Wobblers (12–24 months) and Toddlers (24–36 months). Each area of the nursery is set up according to the needs of the children with purpose-designed furniture and toys.

KINDERGARTEN

ICS Kindergarten continues to follow the framework of the Early Years Foundation Stage. In Preschool and Reception children continue to learn through play with a series of adult led and child-initiated activities that focus on the seven areas of learning and development. This prepares them for the more structured learning of the Year 1 class which marks the first year of Primary School. Social and emotional development continues to play an important role in the kindergarten. The early years are fundamental for helping

to build children's self-confidence. We do this by providing an environment that is not only physically, but also emotionally, welcoming and nurturing. The children are able to try out new skills in a place where they feel secure. They are supported where necessary and challenged in the areas where they are already strong. Thus, we ensure that they are constantly learning and growing. Thanks to the adaptability of the programme, that takes into account the needs and interests of each and every child, we are able to appeal to all of the children and help them to achieve the best possible outcomes.

We often take the learning outside of the classroom and make links between the concepts learnt in class and the games we play in the garden. Kindergarten children also enjoy a number of school trips throughout the year to museums, art galleries, castles, farms and more.

SWIMMING

All children who attend the kindergarten enjoy swimming lessons with our qualified swimming teachers as part of the weekly programme. The children are divided into small groups and enter the water with the teacher. There is a dedicated swimming assistant and the class teacher or teaching assistant also accompanies them.

A TYPICAL DAY IN EARLY YEARS

The following timetable gives an idea of a typical day in ICS Early Years. The timings may vary slightly from room to room and according to the needs of the children.

- **08.30 – 09.15**
Morning arrival – free play
- **09.15 – 09.45**
Circle time
- **09.45 – 10.10**
Snack time
- **10.10 – 11.50**
Activity time
(a selection of free choice and adult led activities)
- **11.50 – 12.00**
Story time
- **12.00 – 12.45**
Lunch time
- **12.45 – 13.00**
Group time
- **13.00 – 15.00**
Sleep time/non-sleepers have free choice and small group time
- **15.00 – 15.30**
Activity time
(a selection of free choice and adult led activities)
- **15.30 – 15.50**
Snack time
- **15.50 – 16.00**
Story time
- **16.00 – 16.30**
Home time ✨

Primary School

At ICS Milan the primary programme formally begins in Year 1 and builds on the introduction to literacy and numeracy which takes place in the Early Years; however, the core of the Primary School curriculum starts in Year 2 and finishes at the end of Year 6. Most lessons (80%) are taught in English and include all the subjects: language, maths, science, geography, history, art, personal, health and social education, PE and music. Children also have the opportunity to study language, literature, mathematics, geography and history in Italian.

IPC - INTERNATIONAL PRIMARY CURRICULUM

ICS has adopted a topic-based approach to teaching science, social studies, geography, history, art and international mindedness. The International Primary Curriculum (IPC), a globally recognised curriculum used in more than 1800 schools around the world, is designed to enable children to see the links between various subjects and helps them to relate their learning to their own and others' points of view with the goal of developing a global perspective.

ENGLISH

The predominant language in the classroom is English with a focus on providing children with as many opportunities as possible to develop their speaking and comprehension skills. The use of English in the classroom provides ICS students with a variety of interesting and

meaningful contexts and they develop effective communication skills in oral comprehension and production, reading and writing.

MATHEMATICS

The aim of our mathematics programme is for children to develop an understanding of mathematical language and processes, rather than only focusing on learning a series of facts and equations. There is a strong focus on developing the children's mental capabilities and we recognise the various learning styles our children have.

ITALIAN

Our aim is for all students to gain an understanding, awareness, and appreciation of the Italian language, heritage and culture. From Year 2 the children begin our Italian programme with our Italian mother tongue teachers: we offer two programmes, L1 for our native speakers and L2 for our international students. Italian for native speakers (L1) follows the Italian state programme for language along with Italian literature, history, geography and maths.

PHYSICAL EDUCATION (PE)

In the Primary School the children have two lessons of PE each week with specialist teachers. The PE curriculum is carefully planned and delivered according to the age and ability of each class, and ensures a progression of skills and levels of difficulty throughout the primary years.

MUSIC

In the Primary School children have two lessons of Music each week with a specialist music teacher. One lesson focuses on singing, vocal training and performing in an ensemble, the other one introduce them to a wide range of musical styles from different periods, cultures and countries to raise their awareness of music. ✨

LEARNING BY DOING

We believe that most meaningful and long-lasting learning occurs when students experience and discover for themselves. We want students to develop a deeper understanding of what they learn and to be able to make references and connections to the world around them.

SCHOOL DAY

The school day is from 8.30 – 16:00 with a 20 minute break in the morning and one hour at lunchtime.

Teaching hours are divided 80% in English and 20% in Italian.

Subjects taught in English:

- English: 7 lessons
- Maths: 6 lessons
- IPC (Topic): 4 lessons
- Design: 2 lessons
- PE: 2 lessons
- Music/Choir: 2 lessons
- PSHE/Religion/Golden time: 3 lessons
- Assembly: 1 lesson

Subjects taught in Italian:

- Italian language – 5 lessons
- Matematica – 1 lesson
- Storia/geografia – 2 lessons



“ I hear and I forget, I see and I remember, I do and I understand ”

Confucius

	8.30 - 8.40			10.20 - 10.40				12.20 - 13.20				15.50 - 16.00
Mon	Registration	English	Maths	Break	Italian L1 and L2	Italian L1 and L2		Topic	Topic	Music	Home time	
Tue		English	English		Maths	Maths with Italian teacher		PSHE	Topic + Design	Topic + Design		
Wed		PE	English		Maths	Maths		Assembly	Italian L1 English L2	Italian L1 English L2		
Thu		Religion/ PSHE	English		Italian L1 and L2	Italian L1 and L2		Topic	Choir	Topic		
Fri		Italian L1 English L2	Italian L1 English L2		English	English		Maths	PE	Golden Time		

Primary School

ASSESSMENT FOR LEARNING

We believe that regular assessment of the children's work throughout the year is important. During meetings we provide parents with feedback on the progress their child is making in relation to pre-set targets, using a four step evaluation scale ranging from 'emerging' to 'extending expectations'. The same scale is used for the end of year reports, which include important comments by the class teacher resulting from thorough and constant observation of the development of each child.

TECHNOLOGY

We encourage the use of all types of technology, from the most traditional to digital formats, identifying ways to integrate and access them to provide the familiarity and expertise required for our students to become informed and effective citizens of the 21st Century. We believe that digital technology is extremely useful for supplying students with quality learning opportunities they can directly transfer to real life. Each classroom is equipped with interactive whiteboards and projectors with finger-touch technology. For our students from the age of 6 (Year 2) and our teachers we have chosen to use Apple devices to better integrate digital technology with classroom instruction and to enhance learning at school and at home.

CLASSROOM ACTIVITIES

Our aim is to make learning as meaningful as possible so that children are inspired and motivated in the classroom and become independent learners. Our teachers achieve this goal by planning engaging lessons which include active learning through hands on tasks, inquiry and exploratory based activities, the use of interactive resources and group work.

VISITORS AND VISITS

We invite professionals and specialists into the classrooms to share their work, expertise and ideas with the students and provide the children with the chance to extend their understanding of topics studied in class. Throughout the school year the children enjoy a wide range of trips and excursions to museums, galleries, exhibitions, historical sites, theatres and other places of interest linked to their topics of study. From Year 4 upwards we organise a residential trip each year giving the children the opportunity to visit places further away and have the experience of staying overnight without their families.

LIFE SKILLS

School is where children begin understanding what it means to be a member of a community and for us citizenship is an underlying element of our school programme. Through a wide range of activities and experiences

we aim to provide children with a set of skills for their future lives. Problem solving and collaboration, public speaking and presenting their opinion to a group, sharing their knowledge and understanding provide opportunities for our children to develop the skills and experiences needed to be successful and proactive future citizens. We encourage them to see the beauty around them whilst having the courage and conviction to face the challenges and realities of the world in which they live.

ASSEMBLY

Once a week the whole school comes together for assembly, an opportunity to discuss issues affecting the children in school and at home, to celebrate special achievements and to share news from the different classes. The students learn to listen to one another's ideas, respect other people's points of view and express their own opinions in front of a larger group.

PERFORMING ARTS

We believe strongly in the importance of using music, drama and dance to enrich and support all areas of the curriculum. Performing arts help students develop their awareness of creative ways of communicating and expressing their ideas and feelings. Used as teaching tools, the arts can contribute to building self-confidence and raising self-esteem. ✨



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Secondary School

IB PROGRAMME

The International Baccalaureate® is a non-profit educational foundation that seeks to develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalising world. The IB is known for its reputation for high standards of teaching, pedagogical leadership and student achievement.

The International Baccalaureate Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. At ICS Milan we offer the IB Middle Years Programme and the IB Diploma Programme.

The Middle Years Programme is a five-year curriculum which prepares students for the IB Diploma Programme, a two-year, pre-university programme which

provides students with a rigorous and well balanced education to facilitate geographic and cultural mobility and to promote international understanding. The IB Diploma is often referred to as a passport to the universities of the world and is recognised as an entrance qualification for university admission in 90 nations around the globe.

ICS Milan is recognised by the Italian Ministry of Education as being able to offer an integrated Secondary programme with Scuola Media and Liceo Scientifico (Scienze Applicate).

THE BENEFITS OF AN IB EDUCATION

Research from leading institutions shows that IB students are more likely than their peers to succeed in higher education. Joining the IB journey with an ICS school as early as possible in a student’s education holds enormous benefits. They will:

- be encouraged to think independently and drive their learning;
- take part in programmes of education that can lead them to some of the highest-ranking universities around the world;
- become more culturally aware through the development of a second language;
- be able to engage with people in an increasingly globalised, rapidly changing world;
- develop strong academic, social and emotional characteristics;
- be likely to perform well academically, often better than students on other programmes;
- join a worldwide alumni network of contacts for life;
- learn how to ask challenging questions, develop research skills and think critically. ✨



The MYP is different because it addresses holistically students' intellectual, social, emotional and physical well-being

Middle Years Programme

At ICS Milan we offer the IB Middle Years Programme (MYP), that provides intellectual challenge for students aged 11-16. It encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life.

*ICS Milan is a Candidate School** for the MYP. This school is pursuing authorization as an IB World School.
**These are schools that share a common philosophy – a commitment to high quality, challenging, international education that ICS Milan believes is important for its students.

The MYP aims to develop active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical, and reflective thinkers.

HOLISTIC LEARNING

The MYP exposes students to a variety of different subjects, skills and learning experiences so that students learn to see knowledge as an interrelated whole. An interdisciplinary approach to learning is a defining characteristic of the Middle Years Programme. Students have the opportunity to demonstrate their individual strengths, to be recognised for their progress and to gain a sense of sense of personal achievement.

INTERCULTURAL AWARENESS AND COMMUNICATION

The curriculum reflects and is responsive to the differing perspectives of all our students and encourages them to explore issues from different points of view. It guides them in forming their own, international outlook. There is a strong emphasis on communication skills, both in the language classes and in all other subjects.

CONSISTENCY OF APPROACH

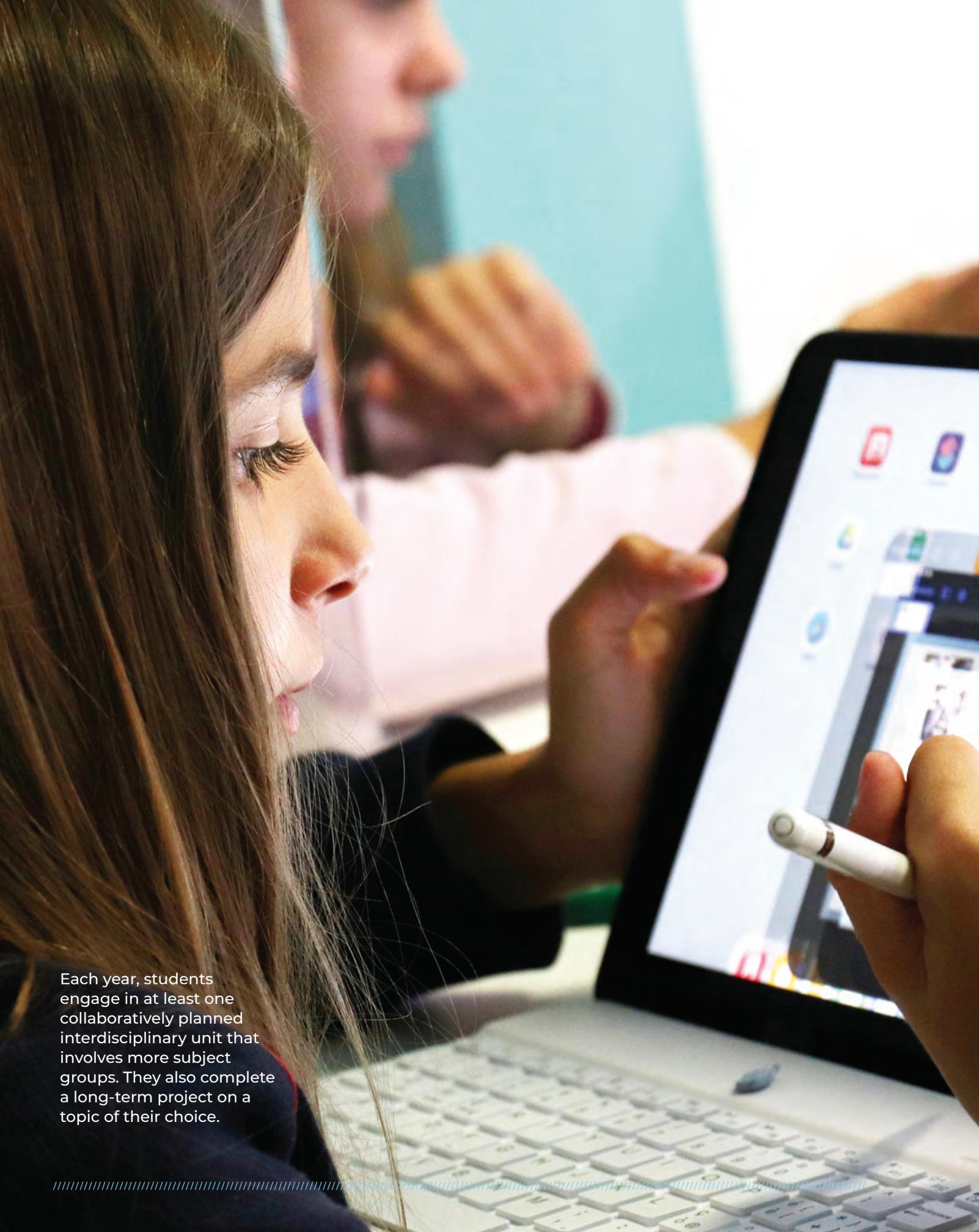
The defining characteristics of the programme permeate and are practiced throughout the whole curriculum. Our educators focus on how best to meet the needs of adolescents, who are confronted with a vast and often overwhelming array of choices in a highly complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to develop a growing awareness of themselves and others as they explore real-world issues.

The programme empowers students to inquire into a wide range of issues and ideas of local, national and global significance. The goal is to support our students to become creative, critical and reflective thinkers. It also emphasises intellectual challenge and encourages students to make connections between their studies and the real world, preparing them for success in their future studies and in life. ✨



■ The MYP curriculum focuses on STEAM as an important perspective from which to consider integrated teaching and learning in concepts and skills related to science, technology, engineering, and mathematics.

	8.30 - 8.40				11.10 - 11.30					13.10 - 14.10				15.50
Mon		Science	Science	I&S		Spanish	English		Italian	Maths				
Tue		I&S	Italian	Drama		Maths	I&S		PHE	PHE				
Wed	Registration	Italian	Music	I&S	Break	Maths	English	Lunch	Art	Art			Home time	
Thu		Maths	English	English		Design	Design		Spanish	Italian				
Fri		Italian	I&S	Maths		Science	Science		English	PSHE / Religion				



Each year, students engage in at least one collaboratively planned interdisciplinary unit that involves more subject groups. They also complete a long-term project on a topic of their choice.

Middle Years Programme

CURRICULUM

The Middle Years Programme consists of eight subject groups:

- Language and Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design.

Students can continue their learning journey within the framework of the International Baccalaureate and work towards the IB Diploma in order to have a recognised qualification to enter higher education.

At least one collaboratively planned interdisciplinary unit involving two subject area groups is required each year.

Interdisciplinary units are planned collaboratively by teachers and help students to develop a new awareness of the meaningful connections that exist among the disciplines.

A Community Project is required at the end of MYP3 or a Personal Project at the end of MYP5. These projects are designed to be culminating activities in which students consolidate and demonstrate their learning throughout the years of the programme. It is an independent

learning experience which allows students to apply the skills of self-management, research, communication, critical and creative thinking, and collaboration and to connect classroom learning engagements with personal experience and to develop their own interests for lifelong learning.

A CONCEPT DRIVEN CURRICULUM

The MYP focuses on conceptual understanding: a concept is a big idea, a principle that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance and identify the underlying essence of a subject.

APPROACHES TO LEARNING
Approaches to Learning focuses on learning how to learn and developing transdisciplinary skills that empower students to be successful at school, in their further education and in their professional lives. Approaches to Learning includes skills such as:

- Communication skills
- Social skills
- Thinking skills
- Research skills
- Self-management skills.

GLOBAL CONTEXTS

Learning in the Middle Years Programme aims to help our students to understand the complex world they live in. Our programme identifies six areas of inquiry which provide contexts for the students' learning and enable them to make meaningful connections between their studies and the world at large:

- identities and relationships
- personal and cultural identity
- orientation in space and time
- scientific and technical innovation
- fairness and development
- globalisation and sustainability

The use of global concepts as a point of reference allows our teachers to ensure that their lessons are relevant, meaningful and motivating, and relate to the world at large.

ACTIONS AND SERVICE

Action and service are key components of the Middle Years School Programme. Students are encouraged to apply what they learn both in the classroom and beyond. They are supported to be caring members of the community who demonstrate a commitment to service with the aim of making a positive difference to the lives of others and to the environment. ✨

The IB Diploma Programme

ABOUT THE IB DIPLOMA PROGRAMME

The IBDP is a comprehensive two-year pre-university course that aims to prepare students for the rigours of university but also to be caring, compassionate, global citizens with an appreciation of lifelong learning.

This programme is taught in English with a proportion of the programme taught in Italian, by our specialist Italian teachers, in line with our offering as a Liceo Paritario.

Students must do a range of subjects, one taken from each of the six groups, doing three subjects at Higher Level and three at Standard Level over two years, as well as compulsory studies in Theory of Knowledge (TOK), Creativity, Activity and Service (CAS), and a 4000-word Extended Essay (EE). Students are examined at the end of their second year.

The IB Programme provides a curriculum of breadth as students undertake a broad range of subjects including the core. Because of this, graduates with IB qualifications are not only recognised, but are highly sought after by universities around the world.

UNIVERSITY RECOGNITION

The International Baccalaureate Diploma Programme is widely

recognised and often pursued by universities around the world as a qualification of excellence. In many cases IB graduates are often preferred over other qualifications because of the breadth of their prior studies. Even a modest Diploma pass fares favourably with other qualifications like the British A level. Students wishing to study in the UK are given very generous UCAS points with an IBDP pass. Many universities in the USA even give advanced credit for IBDP graduates. Nevertheless, like all High School qualifications, it is important to check your target university to see specific university and course requirements. Universities in Italy widely accept the IB diploma (some specialist courses may require an additional entry test eg medicine, dentistry etc). ICS Milan will offer clear, informed guidance on university selection and tertiary options over the course of the Diploma Programme.

Our extensive group-wide expertise and success in the IB DP enables us to provide the highest quality teaching and learning to our students at ICS Milan. All our teachers delivering the IB programmes at both MYP and DP levels, participate in ongoing professional development courses, accredited by the IB. ✦



BENEFITS OF THE IB DIPLOMA

Research shows that graduates from IB programmes, when compared to other academic qualifications at the age of 16-19, generally benefit from:

- a better choice of university
- a wider breadth of subject knowledge than other pre-university programmes
- advanced critical thinking and independent learning skills
- a healthy and globally minded worldview

“ IB programmes nurture and build a culture of students who love learning and who will want to continue learning throughout their life. ”





The IB Diploma Programme

THE DIPLOMA PROGRAMME

The Diploma Programme (DP), recognised by leading universities across the world, is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

A CHOICE OF COURSES

Course selection is based on the student's strengths, what they enjoy studying, direction of future study and career preferences. Full IB Diploma candidates study six subjects, three at higher level and three at standard level, along with the additional core requirements.

The three core elements are:

1. **Theory of Knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
2. **The Extended Essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
3. **Creativity, activity and service**, in which students complete a project related to those three concepts.

The six subject groups are:

- **Studies in language and literature**
The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent.
- **Language acquisition**
The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.
- **Individuals and society**
Studying any one of these subjects provides for the development of a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit and the history of social and cultural institutions.
- **Sciences**
Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method. A compulsory project encourages students to appreciate the environmental, social and ethical implications of science.
- **Mathematics**
Students must study at least one course in mathematics. The mathematics courses serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations. Students are encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.
- **The Arts**
The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. Each subject is designed to foster critical, reflective and informed practice. Students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence. ✨

Special Education Needs (SEN)

PROVISION AT ICS MILAN

We ensure that our students have the opportunity to access comprehensive and consistent support for the duration of their academic studies. Our support is available to any student with a diagnosed disability or long-term medical condition which may include, but is not limited to, the following categories:

- specific learning difficulties including dyslexia;
- autism spectrum disorders including Asperger syndrome; and
- mental health conditions.

Students with SEN may be considered as having one or more of the following areas of need:

- communication and interaction, such as speech, language and communication needs, as well as needs related to having autism or autistic tendencies for those who experience difficulties communicating and interacting socially (for this policy, this excludes pupils who have English as an Additional Language);
- cognition and learning, such as dyslexia, dyscalculia and dyspraxia; and
- social, emotional and mental health difficulties, such as attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD).

The lessons in learning support are held during the school day. While we aim to ensure there is minimum disruption to a child's schooling, we may decide which classes students are removed from, and we liaise with teachers to help students catch up with their studies.

EDUCATIONAL EVALUATIONS

Psycho-educational assessments may be requested to identify a student's learning or developmental needs. These evaluations also provide important information that is used to identify teaching and learning approaches based on an individual's strengths and struggles. The need for a psycho-educational assessment is determined on a case-by-case basis.

Psycho-educational testing typically encompasses formal cognitive and academic testing as core assessments. Additional assessments may be requested based on specific concerns. We can recommend external agencies in the community if an assessment is required.

STUDENT LEARNING PLANS

A detailed Individual Learning Plan (ILP) is created by our learning support team for each student who receives a multi-disciplinary approach, outlining clear objectives for them to achieve throughout the academic year. The school creates the ILP along with a child's parents or carer and an external therapist (an SLT, OT or a PT). ILP meetings are held three

times in an academic year in October, February and June.

Learning plans are developed in collaboration with our Italian SEN specialist teachers who are familiar with the workings and requirements of the Italian Ministry of Education, with respect to planning for children with Special Educational Needs.

ADMISSIONS CONSIDERATIONS

Each student application to the learning support programme is thoroughly reviewed by the school Leadership Team and the SEN specialist teachers. Admission decisions are informed by and contingent upon the match between a student's needs and the level of support services available at ICS Milan.

The school provides a robust enrolment process. Parents and carers are encouraged to inform the school of the child's challenges or difficulties during the enrolment process by completing the admission form and providing relevant supporting documentation such as an assessment report. If the school identifies, through observation and internal evaluation, the need for a student to take an assessment, their parent or carer will be contacted to further investigate with the support of an external therapist. We encourage parents and carers to consider external assessment for the child and will implement the therapist's recommendations within the school learning environment. ✨



We support students from pre-school to IB Diploma on their academic, emotional, social and behavioural journey with us.



Trips and Activities

SCHOOL TRIPS, RESIDENTIAL TRIPS AND EDUCATIONAL ACTIVITIES THAT ARE HELD OUTSIDE THE SCHOOL BUILDING

School trips and residential trips are considered enriching experiences that are part of the academic programme both socially and culturally. They enhance the learning experience and support the learning and building relationships in a meaningful and “hands-on” way. Residential trips and school trips include historic-archaeological tours, musical-artistic tours, environmental tours and trips that are linked to sports activities.

Most experiences can be summed up as follows:

- **Unit Trips** are closely linked to the educational programme and aim to support the learning;
- **Discovery Trips** are organised to promote the students’ increase their knowledge and understanding of the surrounding areas (villages, regions and adjacent towns according to the year group) and their landscape, memorial and cultural aspects. Residential trips are aimed at students from Year 4 onwards;
- **Expressive Arts Trips** are organised to involve

students in contexts of high artistic level to promote the students’ knowledge of beauty through different expressive languages;

- **Trips in the neighbourhood and curricular activities outside the school building** in surrounding areas (i.e. sports activities in affiliated centres, walks through neighbourhood parks);
- **Globeducate Events:** as part of the Globeducate network

“ Each activity is specifically designed to enrich the educational experience of our students and to nurture their abilities. ”

of schools, our students have many opportunities to participate in Globeducate International events at our partner schools in Europe.

EXTRA-CURRICULAR ACTIVITIES

ICS Milan’s educational philosophy is to prepare students for a lifetime of learning through the promotion of multi-cultural interaction, international understanding and diversity awareness. With this in mind, we offer numerous extra-curricular activities. We have designed a cultural programme that helps students grow and learn beyond classroom work. Our courses can be divided into four main categories:

LANGUAGE COURSES

Through a play-based learning process, students can learn new languages (such as Chinese or Spanish or French) or deepen their knowledge of English and Italian.

CREATIVITY COURSES

Children explore new ways to express themselves through art with different activities, including painting, sculpture, photography, theatre and more.

MUSIC COURSES

ICS Milan offers individual and group music lessons. With our musical activities, students take the chance to discover a musical instrument or singing, increasing their taste for learning.

SPORT COURSES

From Baby Dance to Yoga, from Judo to Tennis, ICS Milan offers a wide variety of movement courses to allow all students, even the little ones, to grow in harmony, develop a sense of belonging and overcome their limits. ✦

Looking after your child

TRANSPORTATION: SCHOOL BUS OPTIONS

Students at ICS Milan can benefit from two different bus services: the school bus service and the shuttle service.

The school bus service is carried out by 20/50-seater buses with a supervisor on-board to monitor students. The big school bus travels to group pick-up points located in Milan and in towns located in the area to the South of Milan, including Basiglio, Buccinasco, Rozzano and San Donato.

The shuttle service, carried out by 8/16-seater buses, offers your child a truly door-to-door service by collecting them from the door of your home and taking them to school whilst also ensuring their safe return in the evening. Our pre-schoolers can also use this bus service. On the 16-seater buses, there will be a supervisor on-board to monitor students, whereas on the 8-seater buses a supervisor is present depending on the students' age.

If needed, in order to optimise the bus timetable, some buses may carry out a mixed school bus/shuttle service, alternating dedicated bus stops and door to door.

The bus service is offered at the entrance and exit time, following the school day schedule. On request and after evaluating the drop-off point, it is possible to activate the service at the end of the extracurricular activities.

We add new pick-up points every year, so please do not hesitate to contact us to enquire about the pick-up points or travel times available.

SCHOOL UNIFORM

Our students wear a school uniform because we believe it gives a sense of pride in their school and encourages them to feel like 'ambassadors for the school' when off-site. It develops their sense of community and encourages them to respect one another and work as a team. We also believe it underlines the difference between school and home; if children dress like students, they are more likely to behave like students.

SCHOOL CATERING

The lunch service is managed by a professional supplier that provides meals by using the internal kitchens located inside the equipped ICS buildings or by using their own cooking centres for those ICS buildings that are not equipped with an internal kitchen.

The school is responsible for ensuring that the caterer, for every meal prepared in a non-ICS kitchen, adopts a qualitative standard that is not less than the qualitative standard of the meals internally prepared.

The lunch involves a menu, that is adjusted for dietary needs which are established by a nutritional expert appointed by the lunch service's supplier.

At lunch, the fixed menu includes: a first course, second course and side dish or a single course and side dish.

Only at the campus Symbiosis, which is equipped with a large indoor kitchen, students from Primary School and onwards can choose between two different options for each course.

Students of all ages will be given a fresh fruit snack in the morning, while a dessert/fruit will be given in the afternoon to Early Years students while the students from primary and onwards will receive their snack at the end of the lunch meal. ✦



A proud member of Globeducate



 **SPAIN** 11 Schools

 **FRANCE** 11 Schools

 **ITALY** 4 Schools

 **UK** 2 Schools

 **PORTUGAL** 3 Schools

 **ANDORRA** 1 School

 **CANADA** 12 Schools

 **INDIA** 8 Schools

 **MALAYSIA** 1 School

A PROUD MEMBER OF GLOBEDUCATE

After nearly 50 years of educating young people, Globeducate is an international benchmark in the field of international education; considered to be one of the leading five international schools groups in the world.

As a proud member of the Globeducate family, we nurture a deeper understanding of the world; we raise awareness and

inspire a sense of global citizenship and responsibility.

We believe that education has to adapt to a constantly shifting environment and that as educators we must develop the skills and competencies in our students that will ensure they succeed in the world of tomorrow.

We nurture a global perspective and encourage our students to build their own understanding

of world events, to think about what is important to them, and to challenge ignorance and intolerance. We do this through our core principles: *Global Perspectives, Educational Excellence, developing Skills and Competencies and building Character* – developing positive, compassionate and motivated young people. ✨



THE FIRST INTERNATIONAL SCHOOL GROUP TO PARTNER WITH WWF

Our unique partnership with WWF (World Wildlife Fund) has created a pathway for each school and each student to work on local and global projects, taking part in events, such as: quizzes, summits and Wear It Wild Day. Working with WWF experts and resources, our students and teachers can take part in pilot projects in sustainability education and our schools are leading the way in making sustainability education an intrinsic part of life in and beyond school.



ACTION BASED LEARNING: GLOBEDUCATE AND ECO-SCHOOLS

Eco-Schools is the world's largest sustainable schools programme. Our commitment is for each student to have a chance to play their part in their school becoming a certified Eco-School. The programme involves setting up a student-led Eco-Committee and conducting an environmental review while working to engage the whole school community in positive change.



CRIMSON EDUCATION

Globeducate boasts world-class educational support for our graduating students, through an integrated partnership with Crimson Education. Parents and students have access to free workshops and a progression monitoring app, while school counsellors have access to free, additional support and there is the option to sign up with specialist mentors who can offer help to guide students and families through the initial stages of the higher education journey and can offer additional personalised mentorship to help guide students and families through the stages of the higher education journey, leadership coaching and admissions support. Crimson students gain admission to the Top 50 universities in the US and UK, including the Ivy League, Stanford, MIT, Oxford and Cambridge at up to four times the rate of the average applicant.



STEAM EDUCATION

Globeducate is working with LEGO® Education, putting our Science, Technology, Engineering, Arts and Maths (STEAM) provision firmly on the map in international education. Investment in the latest Middle School product for Upper Primary and Middle Years Programme students, LEGO® Education SPIKE™ Prime underpins new curriculum programmes through play and transformational learning. Bringing robotics and coding into the classrooms with LEGO® Education resources and teacher training creates opportunities for students to think critically and creatively, to problem solve and to communicate effectively with others. Working closely with LEGO® Education's Head of Education Impact, we are integrating existing STEAM programmes with new technologies and cutting-edge LEGO® Education resources. ✨

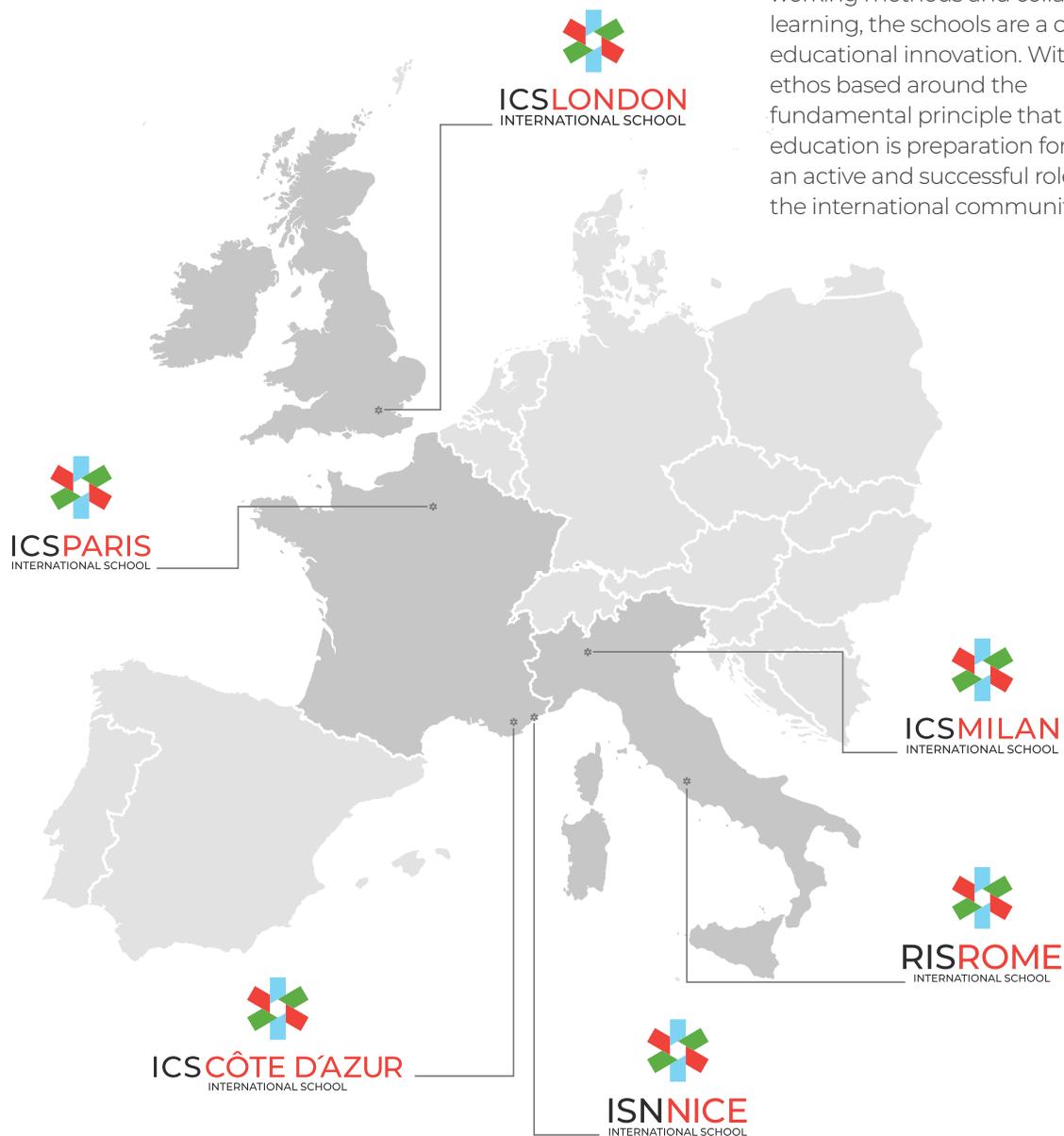
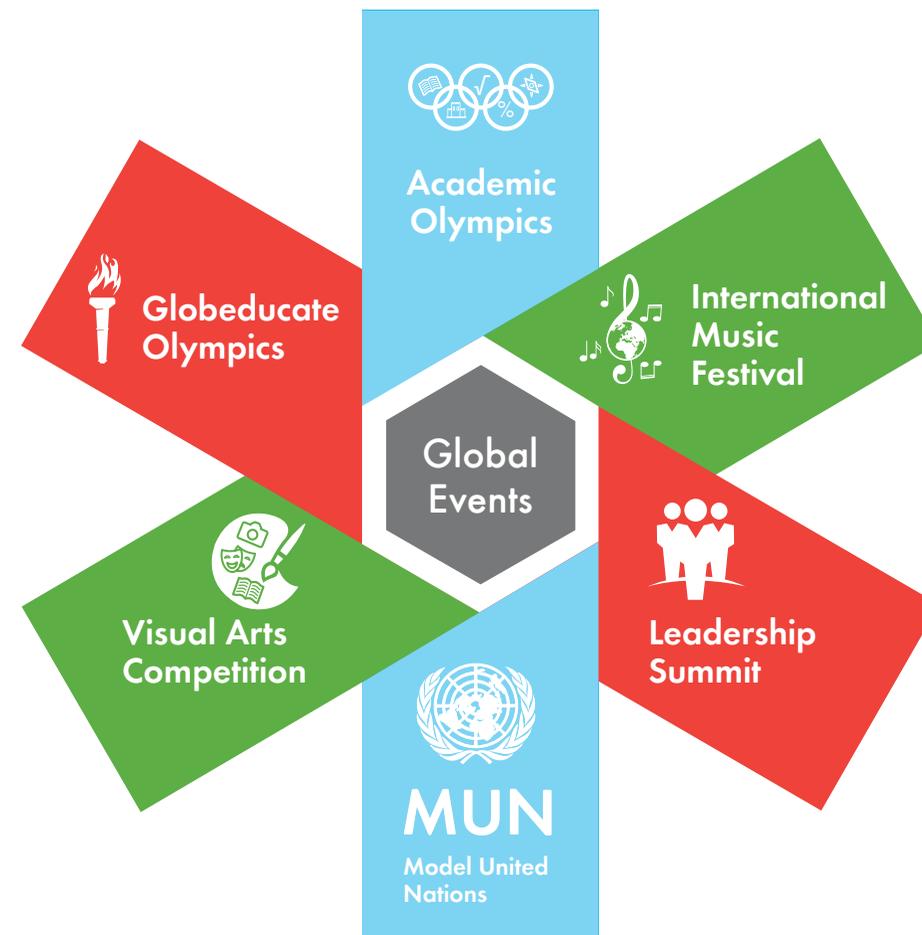
Globally Recognised Education

EUROPE'S IB SCHOOL GROUP

ICS Milan is a member of Europe's leading IB school group and has sister schools in the United Kingdom, France and in Italy: ICS London, ICS Paris, ICS Côte d'Azur, ISN Nice and RIS Rome.

While each school is unique, each one follows the same ICS approach to teaching and learning with a view to providing its students with a broad-based, academically challenging international educational programme. All schools

either offer the entire International Baccalaureate continuum or could offer parents and students an internationally recognised curriculum in Middle Years Programme. Driven by a desire for excellence in working methods and collaborative learning, the schools are a centre for educational innovation. With an ethos based around the fundamental principle that education is preparation for playing an active and successful role within the international community. ✨



GLOBEDUCATE IN ITALY

In addition to ICS Milan, which has four campuses throughout the Milan area, the Globeducate group has three establishment schools in Rome and Florence: Rome International School, Southlands International School and Canadian School of Florence.

GLOBEDUCATE INTERNATIONAL EVENTS

Our school offers a wide range of extra-curricular activity

programmes, exchange programmes and competitions, conferences and workshops designed to develop our students' inherent skills and abilities in a positive, focused and exciting learning environment.

Our official international events bring students together from all Globeducate schools and include the Globeducate Olympics, Academic Olympics, MUN, Visual Arts, International Music Festival

and Leadership Summit. All of these events are held annually in different locations each year.

GLOBEDUCATE SUMMER SCHOOLS

Globeducate offers an exceptional collection of bespoke, inspiring holiday programmes which will allow each of our students to improve their language, confidence and skills in a friendly, fun and safe environment. ✨

How to apply

Admissions requirements vary based on the student's age and required year of entrance. In principle we require to all applicants:

- the student's official school transcripts (or equivalent evaluations, for youngest applicants) from the last two years of schooling, in English or Italian language;
- a scanned copy of the student's ID card or passport.

In addition to the above mentioned requirements, from Year 2 we require an interview with the head of respective school level, and from Year 5 applicants need to sit the CAT4 test with us.

Exact requirements may undergo further variations based on specific cases, therefore the school reserves the right to request additional documents from all applicants.

“ ICS Milan has a rolling admissions policy and can accept students year-round. ”

APPLICATION PROCESS

1. Once the required documents are received, the student's application file is presented to our admissions committee.
2. The admissions committee will make an admissions decision within a maximum of 10 days.
3. If accepted, your child's space in the school is held for an average of three weeks to allow time for you to make your final decision.
4. If you accept the space, we will ask you to complete the enrolment form and make the required payments before classes begin. We are, of course, able to accommodate families for immediate entry. ✨



MAKE AN ENQUIRY ONLINE, BY PHONE OR EMAIL

We are happy to see that you are considering ICS Milan for your child. Please complete the Admissions Enquiry form on our website and one of our dedicated admissions team members will be in contact with you shortly.

You can also email us directly at admissions@icsmilan.com, or call us on +39 02 36592694.



BOOK A VISIT

You also have the opportunity to book a visit with us, which is the best way to get to know our school and allows us to get to know each family individually. We look forward to inviting you to our school and welcoming you and your child into our community.

icsmilan.com





ICS Symbiosis

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ICS Tenca

Via Carlo Tenca, 2, 20124 Milano

ICS Colletta

Via Pietro Colletta, 27, 20135 Milano

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ICSMILAN
INTERNATIONAL SCHOOL

Shaping the world

