

international school edward steichen
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| accredited european school |

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a 21st century school

N U R S E R Y
P R I M A R Y
S E C O N D A R Y



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The École Internationale Edward Steichen

The École internationale Edward Steichen is a state school with no fees. As an accredited European School, it is linked to the European Schools system by an accreditation agreement and offers education based on the curriculum and programmes of the European Schools. Our school programme leads to the European Baccalaureate, recognised throughout Europe for access to university and other Higher Education studies or to vocational training.



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Mission and objectives

The mission of the École Internationale Edward Steichen is to provide shared education and teaching for pupils from diverse backgrounds and to offer a European - multilingual and multicultural - education to pupils in the national Luxembourg school system. As part of putting our curriculum into practice together with the use of relevant teaching materials, particular attention is paid to the European idea, education for mutual respect and openness to the outside world.

In addition to integrating foreign pupils residing in the country, the offer of the École internationale Edward Steichen is adapted to the needs of young people temporarily residing in the Grand Duchy who have to continue their studies in another country.

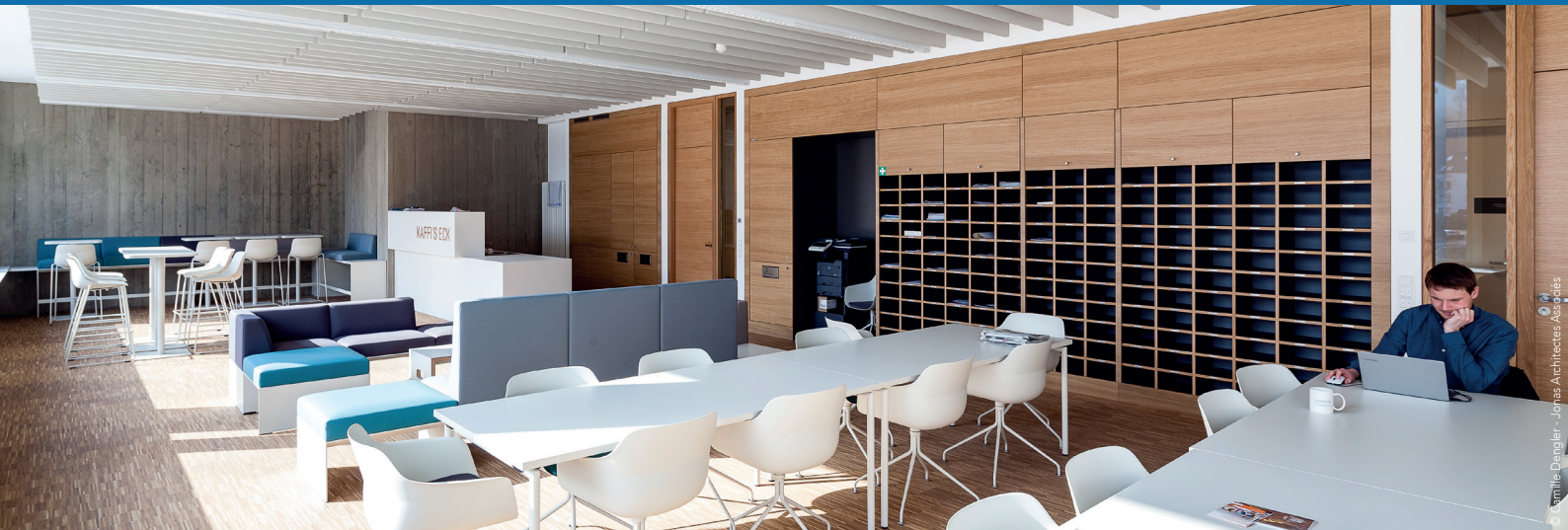
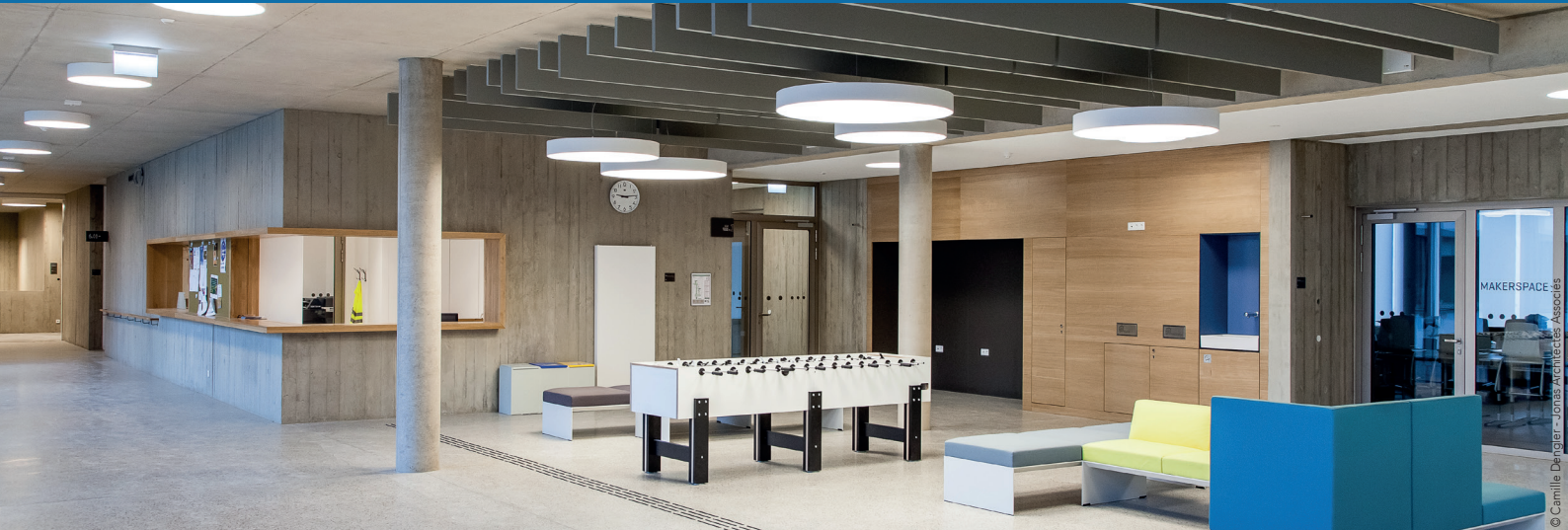
The School also targets local residents who may not have previous multilingual experience, but who wish to offer their children a linguistically and culturally diverse education.

“EDUCATED SIDE BY SIDE, UNTROUBLED FROM INFANCY BY DIVISIVE PREJUDICES, ACQUAINTED WITH ALL THAT IS GREAT AND GOOD IN THE DIFFERENT CULTURES, IT WILL BE INSTILLED IN THEM AS THEY MATURE THAT THEY BELONG TOGETHER. WHILST KEEPING THEIR PRIDE OF AND LOVE FOR THEIR HOME COUNTRY, THEY WILL BECOME IN MIND EUROPEANS, WELL PREPARED AND READY TO COMPLETE AND CONSOLIDATE THE WORK OF THEIR FATHERS BEFORE THEM, TO BRING INTO BEING A UNITED AND PROSPEROUS EUROPE.”

Marcel Decombis 1953

The education provided at the École internationale Edward Steichen follows the fundamental principles of the European Schools:

- to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- to provide high quality education developing the whole child, from nursery level to baccalauréat pre-university entrance level;
- to develop high standards in the mother tongue and in foreign languages;
- to develop mathematical and scientific skills and abilities throughout the whole period of schooling;
- to prioritise the development of a European and global perspective overall and particularly in the study of the humanities subjects;
- to encourage creativity in music and the visual arts and an appreciation of all that is best in a common European artistic and cultural heritage;
- to develop physical skills and instil in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities;
- to offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of secondary school;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.
- to provide education for sustainable development using a cross-curricular approach in line with European and international advisory documents.



Educational principles

Basic instruction is given in the official languages of the European Union. This principle allows the primacy of the pupil's mother tongue/dominant language (Language 1) to be safeguarded.

Consequently, each school comprises several language sections. The curricula and syllabuses (except in the case of the mother tongue) are the same in all sections.

To foster the unity of the school and encourage genuine multi-cultural education, strong emphasis is placed on the use of foreign languages by teaching the European dimension across all classes in the same year group, but in different language sections.

Teaching and learning at the École internationale Edward Steichen is based on the following didactic principles:

- **Integrated teaching and learning:** Links and correlations between the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.
- **Active learning:** Pupils gradually become more and more responsible for their own learning..

These principles are reflected in a range of teaching and learning methods and strategies, the use of differentiated teaching methods and of a wide range of learning materials such as digital tools and resources.



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Organisation of studies

At the European School, the nursery cycle ("Early education") covers two years of education, the primary cycle five years and the secondary cycle seven years.

Cycle	Classes	Age
"Early education" (nursery)	M1 - M2	4 and 5
Primary	P1 - P5	6-10
Secondary		
Observation cycle	S1 - S3	11-13
Pre-orientation cycle	S4 - S5	14-15
Orientation cycle	S6 - S7	16-18

The curriculum in the European Schools offers a series of compulsory courses as well as options and complementary courses left to the pupils' choice.

The complete Nursery, Primary and Secondary school programmes can be found on the European Schools website (www.eursc.eu).

All the programmes of the European Schools are based on eight core elements of the European Framework for Key Competences for Lifelong Learning:

1. communication in the mother tongue;
2. communication in foreign languages;
3. mathematical competence and basic competences in science and technology;
4. digital competence;
5. learning to learn;
6. social and civic competences;
7. acting responsibly and entrepreneurship;
8. cultural awareness and expression.

Early Education (Nursery)

"Early Education" is the generic term used to denote the first two years of teaching and education in a school setting.

The child should acquire, not only knowledge and skills, but also good working habits so that they will serve as tools for lifelong learning. The key aim is to support children's growth into ethical and responsible members of society. Teaching and learning in the early years aims to support and guide children in their physical, social, cognitive and emotional development and to prevent future difficulties by offering them the best possible conditions for learning.

Early Education is designed to:

- prepare children for a happy, healthy, responsible and successful life;
- develop children's personality and abilities;
- support children's learning potential;
- develop respect for others and the environment;
- teach children to respect and appreciate children's own cultural and social identity, its values and those of others;
- promote a European spirit.

“Early Education” consists of 4 areas: Me and my body, Me as a person, Me and the others and Me and the World. Each area is dealt with under three aspects centred on the child as a learner:

- Learning to be;
- Learning to live with others;
- Learning to know and to know how.

Teaching and learning in the early years is holistic and different areas of development are not separated. Experimentation and experience are essential elements of learning and learning can take place in a large variety of situations where the pupil is working on his/her own, guided by the teacher, in interaction with the teacher, in small or large groups.





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Photo by stem.T4Len, Unsplash

Primary

The primary cycle covers five years. In the primary school, the focus is on developing the mother tongue, mathematics and the first foreign language, but art, music, physical education, discovery of the world and religion/ethics are equally important - as are the “European Hours”, where mixed nationality groups meet for a variety of activities.

Subject	P1 and P2	P3 to P5
Mother tongue (Language 1)	8h	6h45
Language 2	2h30	3h45
Mathematics	4h	5h15
Music Art Physical education/Swimming	5h	3h
Discovery of the world	1h30	3h
European hours	-	1h30
Life and society	1h	1h30
Luxembourgish	2h	2h

Language learning is founded upon a skills-based approach: oral and written production and comprehension.

In mathematics, teachers use ICT (information and communication technologies) to improve and enrich the teaching and learning of mathematics. The teaching is based on software and tools specific to the European Schools, such as *Intermath* or *Matific*.

The main purpose of the subject "Discovery of the world" is to provide pupils with a common frame of reference for developing an understanding of themselves and the world in which they live. The programme consists of several fields of study: science and technology, history and geography as well as the wider world around us.

The "European hours" curriculum aims to develop pupils into tolerant and caring members of society. Its objective is to develop their European competence so that they learn to think, feel and act as Europeans. This subject makes a considerable contribution, not only to the development of communication skills, but also to social and civic skills, and to pupils' cultural awareness and cultural expression.

N.B. The European nursery and primary classes are offered at the school complex in the village of Reuler.

The portfolio in nursery and primary school

The holistic approach chosen in the "Early Education" curriculum requires a method of assessment which adequately reflects the children's achievements in their school career, namely the portfolio. It is constructed by the children:

- Who choose the documents to be included in their portfolio themselves guided gently by the teacher;
- Who present the portfolio to their teachers, parents, family members, classmates and friends and the portfolio thus becomes a support for discussion and exchange.

The portfolio is composed of three components, which represent the 4 parts of the "Early Education" programme:

- A biography;
- A relevant and integrated collection of the pupil's work showing the state of achievement of competences and progress made;
- A passport: a self-evaluation sheet in which the child can tick his/her successful points or any other simple tool that allows the child to record his/her achievements.

The portfolio may include a variety of visual and audio documents: texts, drawings, comments, symbols, diagrams, photos, videos, sound recordings, interviews, results, etc.



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Secondary

The secondary cycle covers seven years' teaching and is subdivided into three cycles:

- observation cycle (S1-S3)
- pre-orientation cycle (S4-S5)
- orientation cycle (S6-S7) leading to the European Baccalaureate.

During the observation cycle, the majority of the subjects are taught in the pupil's mother tongue (Language 1)

	S1	S2	S3
Language 1	5	5	4
Mathematics	4	4	4
Language 2	5	4	4
Language 3	2	3	3
Physical education	3	3	3
Life and society	2	2	2
Human sciences	3	3	3
Integrated sciences	4	4	4
Art	2	2	2
Music	2	2	2
IT	1	1	2
Luxembourgish	2	2	2

In years 4 and 5 of secondary school, the compulsory course in integrated science is subdivided into physics, chemistry and biology, and pupils may choose between the advanced or the normal course in mathematics. Other options include economics and a third foreign language (Language 4).

Years 6 and 7 form a unit which leads to the European Baccalaureate. Although there are compulsory subjects (including mother tongue, Language 2, mathematics, a science, philosophy, physical education, history and geography), pupils have a wide range of further options and may choose to study some subjects for two periods, four periods or at an advanced level (see European Baccalaureate).

Transition from infancy to adolescence and adulthood

Our School has the particularity of welcoming pupils throughout their schooling: from nursery to the Baccalaureate. We provide step-by-step support for all children at the École internationale Edward Steichen. Accordingly, we have put in place transition processes so that everyone can work at their own pace and gradually start discovering the next level of their school career.

At the end of the second year of nursery school, children visit P1 classes and share class time with their P1 classmates and the P1 teachers. They can thus discover the space and learning environment that awaits them and feel reassured regarding their return to school in the first year of primary school.

At the end of P5, pupils are welcomed into the S1 class. They participate in various events with their classmates from secondary school and discover the school building and the many projects that they will be able to participate in when they start secondary school.

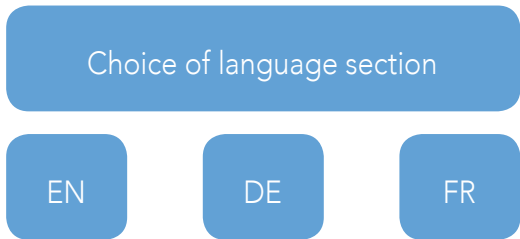
Language sections and language teaching

The European Schools allow pupils to follow a personalised linguistic path.

Choice of language section

Pupils enrol in a specific language section. Currently the school offers three language sections: **English, French and German.**

Primary education is delivered in one of these three languages (the pupil's mother tongue or dominant language - called Language 1).



With the exception of the mother tongue syllabus, the distribution of courses and their content are identical in each section.

N.B. We will offer a specific support programme for pupils for whom there is no language section in their dominant language. This support programme is set up so that pupils in the language of the section, which they are enrolled in, can be integrated and enabled to benefit as quickly as possible from being taught in a language other than their mother tongue.

Choice of first and second foreign languages

In the first year of primary school, pupils choose a first foreign language (called Language 2) - German, English or French. The study of this Language 2 continues until the Baccalaureate and some subjects are taught in Language 2 at secondary level.



All pupils must learn a second foreign language (called Language 3) from the first year of secondary school.



N.B. From Year 4 of Secondary school, pupils have the opportunity to study a third foreign language (called Language 4). The fourth foreign language (called Language 5) is a complementary course in years 6 and 7 of secondary school.

Subject teaching

The vast majority of subjects are taught in Language 1. However, in order to promote the unity of the school, coming together and mutual understanding between pupils of the different language sections, some courses are given in common to classes of the same level. These courses are taught in one of the L2s on offer (DE, EN, FR).

These are the following courses:

- Starting in year 3 of the primary cycle, the European Hours course.
- Starting in year 1 of the secondary cycle, art, music, physical education and IT.
- Starting from year 3 of the secondary cycle, Humanities (history and geography) and Life and society.



Basic language proficiency levels in the different cycles

	Nursery	Primary	3 rd year	Secondary	
				5 th year	7 th year
L2	Initiation	A2	B1	B2	C1
L3	-	-	A1+	A2+	B1+
L4 advanced course 4h	-	-	-	A1	A2+
L4 basic course 2h	-	-	-	A1	A2

The levels mentioned above refer to the *Common European Framework of Reference for Languages* (CEFR). They represent the minimum levels achieved for each cycle.

European Baccalaureate

The European Baccalaureate cycle consists of the last two years of secondary education (S6 and S7).

Choice of subjects for the European Baccalaureate cycle

The European Baccalaureate cycle consists of a comprehensive multilingual curriculum. Pupils may choose their subjects, but must always follow a combination of language, humanities and scientific subjects with subjects taught through more than one language.

The core curriculum consists of the following compulsory subjects, some of which can be taken at different levels of complexity:

- At least two language subjects (Language 1 and Language 2);
- Mathematics (either 3 periods/week or 5 periods/week);
- One scientific subject, either Biology 2 periods/week or any other 4-periods/week scientific subject in either Biology, Chemistry or Physics;
- History and Geography (either 2 periods/week or 4 periods/week);
- Philosophy (either 2 periods/week or 4 periods/week);
- Physical Education;
- Life and society.

In addition to the core curriculum, pupils have a wide range of **options** and **complementary** subjects that they can choose from to complete their curriculum.

N.B. Academic and professional guidance sessions are organised in Secondary 5. The purpose of these sessions is to help pupils make the right choices for years 6 and 7, so that they can then pursue the higher studies they are interested in.

Secondary education is validated by the European Baccalaureate examinations held at the end of year S7. Candidates will sit five written exams and three oral exams. Language 1, Language 2 and Mathematics are compulsory written exams. Language 1, Language 2 or a subject taught through Language 2 (History or Geography) are compulsory oral exams. Therefore, candidates must demonstrate written and oral proficiency in at least two languages.

Equivalence and recognition of the European Baccalaureate

The European Baccalaureate diploma is recognised as being equivalent to any secondary school-leaving certificate issued by a Member State of the European Union. It is officially recognised as an entry qualification for Higher Education in all the countries of the European Union and in a number of other countries. European Baccalaureate diploma holders enjoy the same rights and benefits as other holders of secondary school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to be admitted to any university or higher education institution in the European Union.



Assessment

Assessment is an integral part of planning, teaching and learning.

The learning objectives form the basis of the assessment. They concern the pupils' skills: their knowledge, their skills and their attitude.

It is important for us to identify areas where pupils are doing well and where they could improve.

Assessment provides pupils with feedback to help them develop both academically and personally in line with educational aims.

Our assessment objectives aim to:

- inform about pupils' individual strengths and weaknesses
- inform about pupils' development and ability to meet the objectives set
- encourage pupils to develop further the quality of their achievements
- engage pupils in their own learning process and to enable them to improve their learning strategies
- motivate students to develop their own learning and to guide them in their choices
- improve the quality of teaching by adapting teaching strategies based on assessment results
- provide a record of each pupil's achievements; especially for making a decision about promotion to the next class
- provide a record of each pupil's achievements for parents
- evaluate the quality of teaching and assessment at school level.

At the École Internationale Edward Steichen, both formative and summative assessment are important. We also think it is important that pupils are able to self-assess at specific moments in the learning process. In order to support the pupil in this process, assessment plans are developed by the teachers.

Reports, progress reports and formal school reports are distributed four times a year. Parents' evenings are organised on a regular basis to communicate pupils' progress.

At primary level, the degree to which the objectives of the various subjects have been attained is recorded in an individual portfolio record.



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Learning aids and educational support

At some point during their schooling, any pupil may need academic support. The École Internationale Edward Steichen can offer a range of learning support interventions and educational support. Specific measures are taken to support children with special educational needs.

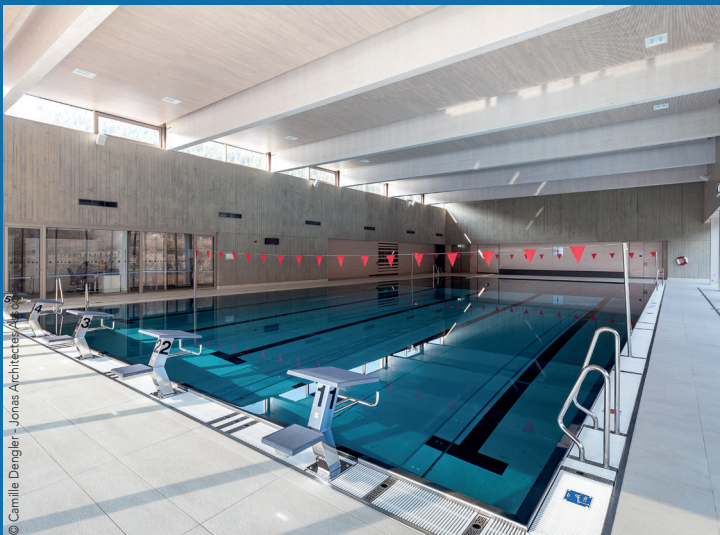
Different forms and levels of support are provided, designed to ensure appropriate help for pupils so that they can develop and progress according to their potential and be successfully integrated into our school.

In order to meet the needs of each individual pupil as early as possible teachers use a wide range of teaching and learning strategies. If these differentiation methods cannot adequately address a pupil's individual needs, the school can offer additional support.

The levels of educational support provided can range from:

- Study support;
- General support
- Moderate support measures
- Intensive support measures

Support is flexible and varies according to the pupil's development and needs. For secondary school pupils, support is provided by the school psycho-social and support service (SePAS), which consists of a multidisciplinary team, including psychologists, social workers and educators. SePAS is a place to listen, advise and support pupils, their families and every other member of the school community at the lycée. At primary level, the support team for pupils with special educational needs (SEN) is also made up of a team of multi-disciplinary professionals.



National and international cooperation – Pupil mobility programmes

The European primary school is located at the Reuler primary school campus and therefore cooperates closely with the local state school. An integrative and innovative concept for the Grand Duchy of Luxembourg has been developed.

The École internationale Edward Steichen works closely with other international schools at national and European level. This cooperation allows teachers to exchange examples of good practice and to offer a varied and multicultural education.

Pupils in secondary school have the opportunity to spend time in schools abroad. In this way, they can develop as learners in a range of ways, for example by improving their language skills and acquiring a certain maturity which comes from the experience of a different educational and cultural environment.

The International School participates in European initiatives, such as the ERASMUS programme, the European Schools' Festival of Arts and Music, the Science Symposium, EUROSOPRT and the Model European Council.

Communication with families

Parents are regularly invited to information evenings with the pedagogical team working with their child. Beyond that, teachers are available as and if needed throughout the school year. As part of the collaboration with our parents' association, we also offer weekly parent-teacher coffee mornings.

Quarterly or half-yearly parent-teacher meetings ensure that parents are informed of their child's academic and pastoral-social progress. New technologies are used to enable parents to follow their child's school career.



21st century skills

Education must help and prepare pupils to find their place in a society that is constantly evolving, changing and posing new challenges. Therefore, education is at all times future-oriented. It cannot be rigid and unwilling to change for nostalgic reasons and we must develop 21st century competences for and with our pupils.

At the École internationale Edward Steichen, we aim to promote the personal development of pupils within a broader socio-cultural framework. Taking into account the European Framework of Key Competences for Lifelong Learning, the School seeks to develop in pupils all these 21st century skills.



We have expressed these skills through ten distinct areas, but always linked by the same goal - to provide the best possible framework for the development of our pupils: their **creativity** will be promoted, so that their **character** and **entrepreneurial spirit** can fully develop. Through teaching based on solving concrete problems, pupils will be encouraged to explore **innovative ways** of working and related solutions. Pupils will also be encouraged to develop by improving their **communication** and **collaboration** skills. **Literacy**, *the ability to understand and use all forms of written information in everyday life, at home, at work and in the community as a way to achieve personal goals and expand knowledge and skills*, will be at the heart of our efforts at all times. These educational imperatives lead pupils to an **ethical understanding of culture and citizenship**, and enable them to become self-assured and informed citizens who are able to think critically and contribute actively to shaping 21st century society.



Becoming a student at the **École internationale Edward Steichen** means

- Learning to know: learning to reflect and learning to learn. This includes the development of intellectual curiosity, critical thinking and the ability to make independent judgements.
- Learning to do: professional skills, as well as personal and interpersonal skills which enable our pupils to know how to deal with many situations and work in a team.
- Learning to live together: gaining an understanding of others, appreciating interdependence, understanding what people have in common and learning to manage.
- Learning to be: nurturing the whole person and human development. Developing personality, acting with greater autonomy, judgement and personal responsibility
- Learning together: developing each other's aptitudes and knowledge through intergenerational learning and collaboration

... and we promote consequently:

- Creativity, entrepreneurship and innovation: pupils learn to take risks, to see failure as an opportunity to learn and persevere in a new direction, to show initiative and to motivate themselves.
- Critical thinking: pupils learn to approach information with an open mind, question it and reach their own conclusions.
- Computer, digital and media literacy: pupils learn to take advantage of modern technologies, which are an integral part of their education and their lives, in a safe and appropriate way.
- Character: pupils learn to be global citizens, to collaborate with others and to behave ethically towards others and the environment.

Pedagogical concept of the Lycée Edward Steichen

Pupils enrolled in the European section of the École Edward Steichen fully benefit from the projects and initiatives of the Lycée of the 21st century.

MIICT

Lycée Edward Steichen extends the concept of ICT (Information and Communication Technologies) to the notion of MIICT (Media, Images, Information and Communication Technologies). This takes into account the overlap between the all pervasive digital world and the media (press, radio, television, multimedia publishing, Web, etc.) and the widespread use of the Internet as the daily working environment. MIICT is also where ICT and critical thinking about ICT and information come together (via media education).



| projet 121 – lesc goes mobile |

Our classes, as from P5, operate on a "One-to-One" principle, meaning that each pupil will have his or her own personal digital tablet (iPad) to use at school and at home. A modern curriculum strengthens young people while allowing them to use mobile technology as a valuable complementary learning tool.



Future Hub

The School bears the Future Hub label. Future Hub is a label for secondary schools that are open to technology and innovative learning in science, especially computer science.



FUTUREHUB



Communication and Culture

The diversity of our pupils' cultural and linguistic backgrounds is a rich resource which fosters openness to the world.

Communication is one of the keys to learning at the Lycée Edward Steichen. In parallel with developing intellectual faculties and the mind, the Lycée Edward Steichen is committed more widely to use citizenship as a means to come together and to develop social dialogue for increasing community cohesion and shared common values.

OSCAR

One period per week is reserved for activities of the OSCAR type (Orientation, Awareness, Communication, Support, Information). These activities focus on themes that are often overlooked or dealt with incidentally during traditional courses (e.g. learning to learn, 21st century skills, iPad management, addiction prevention and awareness, cyber awareness, school system, KIVA anti-bullying programme, pupil committee, etc.)



Workshops (entreprises)

Every semester, i.e. every six months, each pupil can register for at least one 90-minute workshop per week in one of the following fields: art and culture, crafts, communication and media, science, sport, technology and innovation, living together. By focusing on the discovery of a wide range of active living areas, the interdisciplinary nature of our world of work, the development of 21st century skills, entrepreneurship, and project-based teaching, these workshops enable pupils to become responsible themselves for part of their academic and professional development.

Coaching

Each pupil is supported by a coach. During weekly one to one interviews, the coach supports the pupil in developing his/her career plans. The coach listens to the pupil and helps him/her to build his/her personal portfolio.

Extra-curricular and out-of-class activities

These activities include support courses and addressing gaps in learning, as well as cultural, sporting and scientific activities, and optional complementary learning activities.

The socio-educational service provides basic support outside the classroom, which is enriched by a range of teacher-run activities that assist, improve and develop further interest in learning science. Local educational providers - external to LESC - complete the school offer and create links with the wider community and region.

At the Reuler primary school site, the full day care programme and the extra-curricular and out-of-class activities are planned in close collaboration with the *maison relais* [day-care centre].

School guidance services and learning pathways

The École Edward Steichen adapts a constantly evolving guidance procedure. Its key components are:

- Adapted interdisciplinarity (manual work, mechanics, robotics, etc ...),
- A component which helps to organise everyday life in a meaningful way,
- A component to support professional life,
- A component to help prepare for student life (CV, competitions, interviews)

These guidance activities include collaboration with the world of work, such as optional and orientation internships with companies in the region and in the social sector.

These guidance activities also emphasise the partnership with the social and economic world beyond the classroom: Integrating the national and European sections within the Lycée Edward Steichen makes it possible to propose at any time the learning pathways best suited to each pupil so that he/she can succeed in his/her future professional life.

Admission criteria and conditions

The École internationale Edward Steichen is a public school open to all, with no enrolment fees.

New admissions to the School are regulated as follows:

1. Pupils are admitted to the first year of the European “Early education – nursery” cycle if they have reached the age of 4 years on 1 September preceding their schooling;
2. Pupils are admitted to the first year of European primary education at the end of cycle 1.2 of Luxembourg primary education;
3. There are pathways between national primary education and European primary education – pupils will be admitted to the European pathway on the basis of their application.
4. Pupils who have completed a fifth year of European primary education have direct access to European secondary education. Pupils who have followed Luxembourg primary education are admitted to the first year of European secondary education depending on the orientation decision issued to them at the end of cycle 4.2 of Luxembourg primary education admitting them to a 7e class of Luxembourg classical or general secondary education.



Enrolment

Enrolment for the École internationale Edward Steichen can be carried out directly on the premises at the following address:

Lycée Edward Steichen
1 rue Edward Steichen
L-9707 Clervaux

An enrolment application may also be sent by post or electronically.

All the supporting documents on the following list must be included in your enrolment application:

- Enrolment form
- Medical form to be attached only in case of need
- For primary level, a copy of the end-of-cycle report for the previous year
- For secondary level, a copy of the end-of-cycle report (cycle 4)
- For secondary level, a copy of the intermediate report (cycle 4.2)
- For secondary level, a copy of the orientation decision or document certifying the successful completion of the admission tests
- Report, certificate or other equivalent document/s of the last year of studies for pupils who have attended an international school or a school abroad
- Copy of the social security card
- Copy of the identity card and/or residence card
- A photo of the pupil will be taken at the time of enrolment.

For more information about enrolment, please do not hesitate to contact us on the following telephone number: (+352) 20 60 07 210.

Contact

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N.B. For more information about accredited European Schools, please visit www.eursec.eu





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