

## ACS Curriculum Policy

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Please note:

All ACS schools will operate in compliance with the relevant legislation of the country in which they are operating. Where ACS International Schools is operating outside of the United Kingdom (UK), the UK regulatory framework will provide the foundation for best practice as far as this policy is concerned.

### *Document Status*

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Policy Approver: Heads of School Committee

### *Change Control*

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<b>Status and Review Cycle</b>	Statutory, Annual
<b>Next Review</b>	February 2020

## **1 Policy Statement**

- 1.1 ACS International Schools Ltd. (ACS) acknowledges and recognises its statutory duty under the Education (Independent School Standards) Regulations 2014 to provide full-time supervised education for students (construed in accordance with section 8 of the Education Act 1996), which provides linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative learning experiences aligned with ACS' definition of learning.
- 1.2 ACS defines learning as growth and development in knowledge and understanding, skills and dispositions. This definition is the foundation of ACS' expected school-wide learning results (ESLRs) which are described on the ACS webpage.

## **2 Purpose and Scope of the Curriculum**

- 2.1 ACS commits to the design, articulation, publication and ongoing implementation of schemes of work within a curriculum that takes into account the ages, aptitudes and needs of all students.
- 2.2 The curriculum implemented at ACS will provide appropriate support for students with special education needs, (including those associated with higher ability) and English language support needs, whether or not those needs are articulated in a formal EHC plan.
- 2.3 ACS commits to providing within its curriculum opportunities for all students to be taught in the core subjects of English Language Arts, Mathematics, Science, Social Studies, Personal, Social, Health and Economic Education, World Languages, Visual and Performing Arts, IT and Computer Science, and Physical Education, aligned with and assessed according to accredited standards, as well as the provision of opportunities for electives and co-curricular learning experiences outside the core subjects.

## **3 Provision of Information About the Curriculum**

- 3.1 ACS commits to providing further information about curriculum subjects at divisional level in individual campuses. This information is provided in the form of handbooks published on the ACS intranet that inform parents and other stakeholders about the subjects students will be studying and the expectations associated with the study of those subjects.
- 3.2 In addition to published information, all school divisions at ACS host annual open house events designed to give parents an opportunity to meet their child's teachers and discuss with them the curriculum area for which each teacher is responsible. These events are in addition to the regular parent-teacher conferences provided as opportunities to discuss individual student's progress and growth.
- 3.3 All curricular and co-curricular information pertaining to particular school divisions and school campuses, whether it originates from ACS or from external bodies (such as the

3.4 International Baccalaureate Organisation, College Board etc.) is published on the ACS intranet pages at the appropriate division and/or campus. Any changes to curricular or co-curricular information provided to ACS by external agencies such as examination boards, accrediting bodies, inspection agencies, curriculum and curriculum service providers, offices of state or national standards, and organisers of off-campus activities, will be communicated to the appropriate stakeholders in a timely manner, and any information about such matters published by ACS will be updated accordingly.

## **4 Values Education**

4.1 ACS believes that the curriculum is a key document in the promotion of values education. Teaching and learning, as guided and framed by the curriculum, will reflect the values of the school and, in addition, will seek to enhance students' understanding of the values identified by the UK Department for Education as the "fundamental British values": democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

4.2 The curriculum implemented at ACS will reflect the ACS vision: through learning, inspire all to make a difference. Delivery of the curriculum in all its forms will be founded in the belief that all students should be empowered to make a difference and to believe in their potential to do so.

4.3 The curriculum implemented at ACS will reflect the values the organisation has committed to. Namely:

We engage in community  
We drive positive change  
We promote excellence through learning  
We enrich the international experience

4.4 The curriculum implemented at ACS will reflect the ACS philosophy. ACS is a dynamic learning community with a character built on integrity, open-mindedness and empathy. Teaching and learning at ACS are founded on these principal beliefs and on the principle of inclusiveness. ACS welcomes people of all cultures from around the world to create a powerful, shared experience that shapes the way we teach and learn, and actively defines ACS' international character. ACS strives to build strong partnerships with parents. Above all, ACS appreciates that happiness enriches learning.

4.5 The curriculum at ACS reflects the belief that academic achievement and social, physical and emotional well-being should all be striven for and celebrated. The curriculum is designed to provide and optimise opportunities and activities beyond the classroom that drive thinking and enhance learners' grasp of core academics.

4.6 ACS values and inspires individuality and aspires to provide a curriculum that shapes teaching around each student. A core belief at ACS is that teachers should know and demonstrate in their teaching of the curriculum an understanding of what is important and how students think and feel. The intended purpose of the ACS curriculum is to frame

teachers' guiding of learners' progress, encouraging their talents and inspiring them to personal success. ACS seeks to empower all in its learner community to challenge what is possible, stay curious, visualise their own future, and master the skills and attitudes to make a difference.

- 4.7 The curriculum implemented at ACS will reflect the ACS expected school-wide learning results, as articulated in the ACS Vision published on the school's website and on the ACS intranet. Teaching and learning at ACS will at all times be guided by a curriculum that prepares students to be effective learners, confident individuals and caring contributors.
- 4.8 All students, regardless of age and ability, will have the opportunity to learn and make progress, and to be prepared for the opportunities, responsibilities and experiences of adult life.

## **5 PSHE Education and College and Careers Guidance**

- 5.1 ACS recognises its duty to include in its curriculum personal, social, health and economic (PSHE) education modules designed to nurture the affective domain and to provide students with opportunities to grow and develop in dispositions. ACS commits to providing in the curricula timetable opportunities for teachers to address PSHE, for example in advisory, health, people skills and social studies lessons.
- 5.2 Students in high school at ACS receive up to date college and careers guidance that is presented in an impartial manner, enables students to make informed choices about a broad range of college and/or career options, and helps to encourage students to fulfil their potential.

## **6 Mapping of the Curriculum Education**

- 6.1 ACS requires teachers to update and map the written curriculum and to record their progress in delivering curriculum content, assessing student work and reporting to parents and guardians. ACS provides at all campuses appropriate curriculum mapping tools and software for this purpose.
- 6.2 At all ACS campuses identified staff members have responsibility for the curriculum and for leadership of any necessary changes or adaptations.
- 6.3 In each division at all ACS campuses documentation that describes, explains and articulates the individual ACS schools' curricula to parents, students and all other stakeholders will be produced and published.

## **7 Curriculum Provision for Students Below Compulsory School Age**

7.1 Students attending ACS before compulsory school age (that is prior to the school term following their fifth birthday), are provided with a curriculum programme appropriate to their needs.

## **8 Related Policies and Documents**

This policy is associated with, and should be read in conjunction with, the following school documents and policies:

Assessment Policy

Privacy Notice

Data Protection Policy

Data Retention and Deletion Policy

Student Support Services (including SEND) Policy

Accessibility Plans