



ACS
INTERNATIONAL
SCHOOL
EGHAM

LOWER SCHOOL GUIDE
2019/2020

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Philosophy and Objectives

Philosophy

At ACS Egham International School, we offer the International Baccalaureate Programme in our Lower, Middle and High Schools. The curriculum and instruction are based upon respect for unique learning styles and understanding of our international student population. Our school promotes high standards of scholarship, responsibility and citizenship in a supportive learning community. We implement a developmental, student-centred approach to instruction following an inquiry-based, interdisciplinary curriculum. The success of our school relies on the partnership between students, parents and staff in providing a positive and enjoyable educational experience.

As a school community, we embrace the attributes of the International Baccalaureate (IB) learner profile. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, caring and reflective.

ACS Egham International School inspires, encourages and supports the development of the child as an independent, life-long learner.

Objectives

At ACS Egham International School, we:

- Encourage students to become responsible, contributing citizens of the school and the world
- Nurture an abiding sense of integrity and personal accountability
- Develop cooperative skills through collaborative, activity-based learning
- Foster respect for self and others, as well as for natural and created environments
- Promote active involvement in community service, both locally and globally
- Address a variety of learning needs, such as English as an additional language, native language, special education, enrichment and counselling, within the resources available
- Prepare students for success at the next stage of their education, including admission to competitive universities worldwide
- Strive for constant improvement by actively seeking input from students, parents and staff and by referencing academic research and external agencies
- Facilitate ongoing professional development for staff
- Enhance everyone's understanding of our school's vision, philosophy and practices.

ACS Egham International School's Philosophy and Objectives guide our work in fulfilling our vision to achieve excellent in international education and promoting consistent values throughout our school community.

Welcome from the IB Primary Years Programme (PYP) Coordinator

All children are special and all children are unique. The students at ACS Egham have an opportunity to combine a rich and varied experience of life with a strong urge to learn and a deep-seated sense of inquiry.

The PYP curriculum has been developed to meet the needs of the particular students represented at ACS Egham. The PYP is written specifically for internationally mobile children and aims to create a strong sense of awareness and identity. All curricula transmit values and beliefs. The PYP makes these values and beliefs explicit and encourages children to reflect on their own opinions and assumptions. The PYP is based on the latest educational research and believes that each child has their own personality, learning style and combination of intelligence types. Opportunity is given, within a structured framework, for students to explore their own interests and questions.

Internationalism is a key aspect of the PYP curriculum. The students are exposed to alternative perspectives and examples of working methods and data from around the world. Teachers use tried and tested techniques from many countries and search for new ideas from different cultures.

ACS Egham is a dynamic and reflective community. All involved regularly reflect on progress made and the next steps to be taken. Students are very closely involved in their own education. From classroom discussions with the teacher and self-administered assessments to student-led conferences children are strongly directed towards taking responsibility for their own learning. The teachers at ACS Egham are committed to child centred learning and the PYP. Learning opportunities are tailored to meet the needs of the individual child, group or class.

Teamwork is an important part of the PYP for both students and teachers. Students will frequently work with others from the same class or grade, or across the school, to maximise learning. Teachers meet several times a week to ensure that the learning taking place in the classroom, and beyond, is appropriate, challenging, engaging and relevant. The PYP, committed teachers and lively students combine to make ACS Egham an exciting place to learn and grow.

The Programme of Inquiry details the Science and Social Studies curriculum content for each grade throughout the year. Further details can be obtained from the classroom teacher or PYP Coordinator. The Long Term Plans for the single subjects provide information on the relevant curricula. Copies of the scope and sequences for each subject, including Language and Mathematics, are available in the Lower School Library.

Primary Years Programme

The IB PYP is an international curriculum framework designed for children between the ages of 3 and 12 years. The programme focuses on the total growth of the developing child, addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of experience from international schools to create a relevant and engaging educational programme. The PYP offers a comprehensive, inquiry-based approach to teaching and learning. It incorporates guidelines on student learning styles, teaching methodologies and assessment strategies.

Inquiry based

Teaching methods build on students individual knowledge and interests. Inquiry, is the leading but not exclusive pedagogical approach of the PYP, it is recognised as being intimately connected with the development of children's comprehension of the world. Inquiry is the process initiated by the learner or the teacher which moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Researching and seeking information
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising events
- Making and testing theories
- Making predictions and acting purposefully to see what happens
- Elaborating on solutions to problems.

Inquiry involves an active engagement with the environment in an effort to make sense of the world, and consequent reflection on the connections between the experiences encountered and the information gathered. Inquiry involves the synthesis, analysis and application of knowledge, whether through play for younger children and through more formally structured learning in the primary years.

Integrated

The subject areas of Mathematics, Language, Science, Social Studies, Information and Communication Technologies, PSPE (Personal, Social and Physical Education) and the arts are taught through transdisciplinary themes in order to help the students make connections between the subjects, thereby facilitating more effective learning.

Learner Profile

To provide education for international understanding and to nurture globally minded citizens who are:

- | | |
|-----------------|-----------------|
| • Communicators | • Knowledgeable |
| • Thinkers | • Principled |
| • Enquirers | • Caring |
| • Risk-takers | • Open-minded |

Concepts

The key concepts have relevance within and across subject areas. Expressed as questions, these eight ideas are explored through each topic studied. The concepts shape the extended, structured inquiry – units of inquiry – that are a distinguishing feature of the PYP. The school plans and implements a set of these units each year at each grade level. Collectively, these units form a transdisciplinary, coherent, school-wide component of the PYP, the programme of inquiry.

International perspective

In order to make the most of the diversity of background and experience of our students, the PYP synthesises the best from educational systems around the world. The PYP aims to develop international sensitivity through key questions derived from the concepts and through the content of the written curriculum.



Language

Language is fundamental to learning and permeates the entire PYP. By learning language as well as learning about and through language, students nurture an appreciation of the richness of language and a love of literature.

The ACS Egham Lower School Language scope and sequence identifies the major expectations considered essential in the PYP. These expectations are arranged into three main strands: oral communication, written communication and visual communication.

These communication strands are organised into sub-strands which include listening, speaking, reading, writing, viewing and presenting. Each of the sub-strands is addressed separately, although in practice they are interactive and interrelated elements of the programme.

Oral communication: listening and speaking

Oral communication encompasses all aspects of listening and speaking, skills that are essential for language development, for learning, and for relating to others. Listening involves listening to people and to texts for general meaning (i.e. for gist) and for precise meaning (i.e. for the key points). Students learn how to listen attentively, to understand and evaluate what they hear, to think about both literal and inferred meanings, and to respond appropriately.

Speaking involves the pronunciation, intonation and stress of speech: vocabulary development; communicative competence; the use of grammar; and the speaker's fluency and accuracy. Oral language is used to communicate, reflect, gather, process and present information. Speakers use oral language to ask and answer questions; relate and retell; persuade; talk about needs, feelings, ideas and opinions; and to contribute to discussions in a range of formal and informal situations.

Written communication; reading and writing

Reading is for enjoyment, instruction and information, and reading helps us to understand and clarify ideas, feelings, thoughts and opinions. Literature in particular offers a means of understanding ourselves and others and has the power to influence and structure thinking. Students are introduced to a wide range of fiction and non-fiction texts, and have opportunities to read for their own interest, pleasure and for information. Reading is gaining meaning from text. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience and the text itself. The reader learns about direction, spacing, punctuation cues and about the general features of text.

Effective reading depends on the skillful integration and application of semantic cues (meaning), syntactic cues (structure), and graphophonic cues (sound-symbol

relationships), using a variety of reading strategies (e.g. using picture cues, context cues, prediction, phonics, sight vocabulary, punctuation, and syntax).

Students learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts; to think critically about what they read; and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.

Writing helps make sense of the world. It is a powerful means by which to remember, develop, organise, gain self-knowledge and communicate ideas, feelings and information. Purpose and audience contribute to the form and substance of writing as well as to its style and tone. Learning to write is a developmental process and students initially focus on meaning rather than accuracy. Grammar, spelling, handwriting, punctuation and paragraphing are taught gradually through writing practice.

The writing process involves creating an environment where students can acquire the skills to achieve written products for a variety of purposes. The written product can be formal, informal, personal or reflective. It can be informative, persuasive, poetic, or in the form of a story or dialogue. As motivation and a positive attitude are important factors in learning to read and write, it is essential that learners view themselves as capable readers and writers, having acquired a complex set of skills, attitudes, behaviours and expectations related to language.

Visual communication: viewing and presenting

Viewing and presenting are fundamental processes that are powerful and significant in developing language.

Visual images immediately engage viewers allowing them instant access to data. Therefore, opportunities are provided to explore the function and construction of images in order to critically analyse a wide variety of media. Learning to understand and use different media expands the sources of information and expressive abilities of students. Presenting information is an important skill that requires experience and practice.

Language is a major connection between home and school. In the PYP classroom cooperative activities optimise development of all the languages.

ACS Egham has an after school Mother Tongue programme which supports the development of students language and cognitive skills.

Mathematics

They PYP views Mathematics primarily as a vehicle to support inquiry, providing a global language through which students make sense of the world around them.

The ACS Egham Lower School mathematics scope and sequence outlines learner outcomes. These expectations are arranged into five strands of knowledge:

- Data handling
- Measurement
- Shape and Space
- Pattern and Function
- Number.

The PYP believes that children learn mathematics by:

- Constructing meaning
- Transferring meaning into signs and symbols
- Understanding and applying.

As they work through these stages, students use certain processes of mathematical reasoning:

- They use patterns and relationships to analyse the problem situations upon which they are working
- They make and evaluate their own and each other's ideas
- They use models, facts, properties and relationships to explain their thinking
- They justify their answers and the processes by which they arrive at solutions.

In a PYP classroom, mathematics is a vital and engaging part of students' lives. Students in the classroom are very active with an underlying sense of organisation and cooperation. Teachers and students are asking questions of each other, trying out and demonstrating ideas in small and large groups, using the language of Mathematics to describe their thinking, generating data to look for patterns and making conjectures.

Students are encouraged to use multiple strategies, developing an understanding of which strategies are most effective and efficient. The students are given an opportunity to communicate their mathematical thinking and strategies to others and to have time to reflect upon them.

Appropriate and regular assessment is essential in monitoring what students have learned. There are ongoing formative assessments as well as summative assessments. Assessment activities are carefully planned, and opportunities for differentiation of students are included.

Science

The ACS Egham Lower School Science scope and sequence is arranged into four main strands: living things, Earth and space, materials and matter and forces and energy.

In living things students inquire into issues related to themselves and their environment. In Earth and space students extend their inquiry to include the study of planet Earth and its relationship to the universe. Materials and matter and forces and energy focus on the study of the origins, properties and uses of solids, liquids, gases and energy sources.

Science provides opportunities for students to engage in scientific investigations by making accurate observations, handling tools, recording and comparing data, and formulating explanations using their own scientific experiences and those of others. Students gain experience in testing their own assumptions and thinking critically about the perspectives of others in order to further develop their own ideas.

Science is used to provide explanations and models of behaviour for phenomena and objects around us. It is used to investigate the interrelationships between the natural, physical and material worlds. The PYP considers the Science and Technology curriculum to be driven by concepts and skills rather than content.

Transdisciplinary units of inquiry are entry points into Science learning through which students will experience what it is like to think and act like a scientist. Students and teachers work together to identify things they already know that might be relevant to an inquiry, what they want to know, what they need to know to answer their questions, and how best they might find that out.

The study of Science can be used as a vehicle for teaching critical-thinking skills and as a way of exploring the world. The development of ways of investigating and using evidence enables students to interact with the world around them.

Social Studies

In the PYP, Social Studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. The ACS Egham Lower School Social Studies scope and sequence identifies central ideas considered significant in the PYP. The content is arranged into five main strands:

- Human systems and economic activities
- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment.

Although these strands are considered separately, in practice they are inextricably linked. Social Studies is essentially about people; how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do and how they organise themselves.

Social Studies at ACS Egham aims to guide students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. The Social Studies curriculum provides opportunities for students to:

- Learn how to ask compelling and relevant questions that can be researched
- Gain a secure understanding of their own identity and their place in the world
- Develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- Gain knowledge of genuine importance in understanding the human condition, through the exploration of themes that have significance for all students in all cultures
- Gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
- Gain a sense of time and place in relation to their own experience and the experience of other people
- Gain an understanding of humankind's role in and dependence on the natural world, and learn to apply this knowledge in responsible ways.

Successful learning in Social Studies develop students who are able to select key ideas and significant understanding from the data acquired for a unit of inquiry. Students are able to frame genuine, open-ended questions worthy of sustained research.

As they conduct their inquiries, they are able to provide accurate information, valid explanations and empathetic understandings. They are able to identify possible causes of an issue, choose a solution and determine

appropriate action to be taken.

Through these processes, they develop the habits and attitudes of successful lifelong learners.

The Arts in the PYP

The Arts provide:

- A means of communication
- Opportunities for developing skills
- A means of expression of both emotional and intellectual perspectives
- Exposure to other cultures and other times
- A means of accessing other disciplines
- A vehicle for wondering, reflecting and consolidating.

The Arts are important areas of learning in the Primary Years Programme. Students learn the disciplines of visual arts, music and drama, as well as learning about the arts (the skills and processes involved) and through the arts (artists, perspectives, themes and ideas using the arts). In all areas of learning, the PYP values imagination and creativity. The creative disciplines of visual arts, music and drama are closely connected to each other, as well as having strong links to other disciplines. The creative process is seen as a driving force in learning through inquiry.

The Arts are built into the curriculum as essential areas of learning, not added on as optional extras. Students are exposed to all three Arts (visual arts, music, drama). Visual arts, music and drama are significant disciplines in their own right and are also important sign systems for interpreting and understanding the world. Students are encouraged to consider the Arts as a means of communication and as an expressive language. Implementation of the Arts in the PYP involves full participation of all teachers in the collaborative planning of units of inquiry.

Creativity is at the heart of the Arts. It allows for innovation, interpretation, research, analysis and transfer. Learning through the Arts has a positive influence on self-esteem and creative development, which needs to carry over to all aspects of learning. Valuing imagination and celebrating original thinking promotes initiative and a lifelong love of learning.

Learning through the Arts provides strong links to the student profile. From an early age, students have the opportunity to develop genuine interest, to give careful consideration to their work, to become self critical and reflective. They are provided with opportunities to communicate about their creative work and to share their understanding with teachers, peers and families. Students are encouraged to develop responsible attitudes and find appropriate ways to take action through the arts, in order to make a difference in and to the world. Appropriate action could involve presenting, exhibiting, celebrating, communicating and sharing in a variety of ways.

Visual Arts

Visual arts as a discipline includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Visual arts enable students, to communicate in powerful ways that go beyond their spoken language ability. Through visual arts, students can begin to construct an understanding of their community, their environment, their own feelings and emotions and to develop their cultural awareness.

Art is a part of everyday life. It is a form of non-verbal communication that allows us to convey our ideas, feelings and emotions. Art contributes to personal, social and physical development. Fine motor control is developed in the use of media and tools. Art is both active and reflective. Students are given opportunities to reflect upon their work and the work of others as well as being actively involved in creating. Collaborative activities with other students (older or younger) are encouraged.

Students draw on a wide range of stimuli in their visual arts education: contemporary and historical literature, music, paintings, dance, their own imagination, real-life experiences, feelings and beliefs. They display their work informally as well as formally to help develop an awareness of the audience through practical application.

Music

Music as a discipline includes the development of creative skills, non-verbal expression and aesthetic appreciation. Music enables students, to communicate in powerful ways that go beyond their spoken language ability. Through music, students can begin to construct an understanding of their environment, recognise patterns and structure and develop their cultural awareness. Music is a part of everyday life. It is a form of non-verbal communication that allows us to convey our ideas, feelings and emotions. Music contributes to personal, social and physical development.

Music is both an active and reflective process. Students should be given opportunities to reflect upon their work and the work of others as well as being actively involved in creating and performing. Collaborative activities with students (in their own class and other classes) are encouraged. Wherever possible and appropriate, links are made with the School's programme of inquiry.

Integrated Arts – (Dance, Drama and Movement)

In creative exploration and expression, students have the opportunity to develop their imaginative skills and creativity and to apply them in a variety of drama situations. In technical incorporation, students develop their understanding of some of the technical aspects of the drama process such as script writing, stage

directions and the management of props, costumes, special effects and set design. In performance, students develop and portray characters and remain in role in a given situation by using voice, body and gesture. In personal and social development, students develop negotiation skills and are able to work independently and cooperatively in small groups.

In reflection, evaluation and appreciation, students take time to reflect on their own work and the work of others in order to enhance performance. In drama in society, students discuss experiences of performing arts, explaining the way a story was communicated, recognising theatrical conventions from other cultures and periods while identifying those elements of the production that were effective and those that were not.

Drama as a discipline includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Drama enables students, to communicate in powerful ways that go beyond their spoken language ability. Through drama, students can begin to construct an understanding of their community, their environment and their own feelings and emotions. They have opportunities to work cooperatively to put together a performance.

Drama plays an important part in the language learning process. Through drama, storytelling and creative expression students are exposed to a language-rich environment that builds language skills. Drama is both an active and reflective process. Students are given opportunities to reflect upon their work and the work of others as well as being actively involved in creating and performing. Collaborative activities with other students (older or younger) are encouraged.

Personal, Social and Physical Education (PSPE)

PSPE is concerned with the individual's wellbeing through the promotion and development of concepts, knowledge, attitudes and skills that contribute to wellbeing. It is an integral part of a student's everyday life at school and at home.

In the ACS Egham Personal, Social and Physical Education scope and sequence, the development of wellbeing is defined through three common strands:

- Identity
- Active living
- Interactions.

Information and Communication Technologies (ICT)

The aim of the ICT programme is to develop students' ability to confidently and effectively use the library and computer technology to acquire, process and communicate information and explore the creative ways of transforming data.

The curriculum determines the use of IL. Once teachers have identified the knowledge, skills and attitudes to be developed during a Programme of Inquiry they consider the most appropriate way to use IL to enhance the students' learning and investigate the questions the students are exploring. The IL teachers work closely with homeroom teachers to ensure the maximum benefit is obtained from technology and the library.

Computers are used as teaching and learning tools across all areas of the curriculum in order to support the Programme of Inquiry in the classroom. They are used to assist the effective access, storage, retrieval, organisation and presentation of information, and enhance critical thinking and problem solving skills. Teachers incorporate the use of computers into all areas of classroom programmes as appropriate. All students have access to networked computers in their classrooms. A range of printers, scanners, digital and video cameras and other equipment is provided for use by the children.

Identified computer skills and knowledge are taught in specific computer sessions or incidentally as the need arises. Access to IL enhances student learning by:

- Enabling them to access people, resources and ideas that would not otherwise be available
- Enabling them to creatively compile and manipulate information and ideas in various forms from a wide range of sources
- Accommodating varied learning styles, pace and preferences
- Encouraging higher order thinking skills
- Facilitating the production of high quality, creative work
- Increasing motivation for learning and facilitating independent learning.

The library programme aims to foster a love of literature in its various forms and to develop confident and competent library users, independent researchers and recreational readers. The school library has an extensive collection of high quality children's literature, both fiction and non-fiction, which caters for a wide range of students.

Students have at least one library session per week, to complement the work undertaken in the classroom. In addition children have individual access to the library throughout the week.

The literature curriculum includes:

- Introducing children to a wide range of genres through various authors and illustrators appropriate to the students' abilities and interests
- Encouraging children to become independent readers and to interpret, discuss and respond to literature in various ways
- Fostering a love of literature in a stimulating environment where children are happy to be adventurous readers.

The information curriculum includes:

- The sequential teaching of research skills, encouraging students to become efficient, independent researchers and library users who are confident in using the most appropriate tools to access specific information
- Encouraging the children to interpret and record a variety of information competently to demonstrate their own understanding.

Assessment

Assessment is integral to all teaching and learning. It is central to the Primary Years Programme's goal of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts; the acquisition of knowledge; the mastering of skills; the development of attitudes; and the decision to take action. Both students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical thinking and self-evaluation skills.

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the programme. We feel effective assessments:

- Identify what is worth knowing and assess it
- Have criteria that are known and understood in advance
- Allow students to demonstrate the range of their conceptual understandings, their knowledge and their skills
- Are made up of tasks that require the synthesis and application of their learning
- Focus on big ideas and transdisciplinary skills rather than facts
- Focus on producing a quality product or performance
- Highlight a student's strength and expertise
- Take into account different ways of learning and knowing and are sensitive to personal circumstances
- Use scoring that focuses on the essence of the task and not on what is easiest to score
- Produce evidence that can be reported and understood by students, parents, teachers, administrators and board members
- Are continuous and cumulative
- Are subject to continuous review and improvement.

Continuous assessment provides insights into students' understanding, knowledge, skill and attitudes. These are necessary to plan further activities, which address issues of concern to the teacher and the students. Teachers will use some of the following methods for collecting data about students:

Observations: students are observed often and regularly, as part of a group or as an individual and both with teacher guidance and without.

Performance assessments: these are goal-directed tasks with established criteria. They are meaningful and significant challenges and problems. In these tasks there are numerous approaches to the problem and rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Process focused assessments: students are observed often and regularly for typical and non-typical behaviours. Teachers use multiple observations and often use checklists, inventories and narrative descriptions.

Selected responses: these are single-occasion, one-dimensional exercises. Tests and quizzes are familiar examples.

Open-ended tasks: these are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Portfolios: this is a purposeful collection of student's work that is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. Portfolios should not be thought of as a collection of work but rather as an exhibition of an active mind at work.

Teachers evaluate the types of assessment using the following:

Rubrics: these are an established set of criteria used for scoring or rating students' tests, performances or portfolios. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Benchmarks: these are samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric.

Holistic scoring: this produces a single score. It is based on the overall impression of a sample of work, rated against established criteria.

Analytical scoring: this awards separate scores for different aspects of the work. This is often used for

diagnostic purposes or when students need specific feedback on their strengths and weaknesses.

Assessment Weeks

In Language and Mathematics, we gather baseline data and measure growth of individual children in specific weeks during the year. It is critical that children attend school these weeks and that they arrive each day on time. Assessment tools and the data gathered from them are shared with parents and students as appropriate. Using a variety of assessment techniques enables the teacher and student to have a clear idea of each student's learning and performance, which will be communicated to parents through conferences, portfolios, progress reports, meetings and written communications.

Standardised Testing

MAP (Measures of Academic Progress) has been developed by the North West Evaluation Association and addresses the needs of standards-based assessment for International Schools.

MAP results provide an insight into each student's skill progress and need. These computerized adaptive assessments measure student progress through engaging and age-appropriate content. As a student responds to test questions, the test automatically adjusts to match their understanding. It is important to note that MAP tests are not cumulative and are a picture of what they child achieved on the assessment on that day. It is, therefore, essential to be viewed in conjunction with other assessments and measures.

MAP Tests in the Lower School are given to students in Grade Two-Grade Five. The tests are administered twice per year, in the autumn and in the spring. The tests include three parts: Mathematics, Reading and Language Usage. These tests are given on separate days.

MAP testing at ACS Egham began in 2010, having been identified as an additional tool to be used alongside existing assessments as a way of creating a more

detailed and complete picture of your child's progress. Students in Grade Two are given the MAP for Primary, a modified version of the MAP, which scaffolds the questions and provides more visual and audio support with questioning.

Students in Kindergarten and Grade One complete computerised assessment in the autumn and spring called CPAA (Children's Progress Academic Assessment). <https://www.nwea.org/assessments/cpaa/>

The CPAA is developed and maintained by the NWEA, the same maker of the MAP (Measure of Academic Progress) tests that we use in Grade Two-Grade Five.

The CPAA assesses students in the core academic areas of English and Mathematics, using interactive questioning. Questions are given audio and visual cues as well, making it quite friendly for our young students. The questions are varied and the test adjusts question difficulty and support according to the child's responses.

Typical Lower School Schedule

Days	Mon	Tues	Wed	Thurs	Fri
08.30-9.00	Reading	Maths	Assembly & Reading	Writing	Grammar & Punctuation
9.05-9.45	Music	PE/Modern Language 9.15-11.15	Maths	PE/ML 9.15-11.15	Writing
9.50-10.30	Library		Recess		Music
10.35-11.15	Writing		Journal Writing		
LUNCH AND ACTIVITIES					
12.25-13.05	IT Lab	Writing	Art	Book Exchange	Programme of Inquiry Unit
13.10-13.50	Maths	Programme of Inquiry Unit	Spelling	Reading	Forest School
14.15-14.55	Drama		IT	Programme of Inquiry Unit	
14.55-15.15			Library		

PYP Programme Guide
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