Policy Name	Curriculum Policy (Whole School)				
Effective Date	August 2024	**Date of last revision**	October 2025	**Version No.**	1.1
Author	Head of School				

Version History				
Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**
		Oct 24	**Addition of iGCSE throughout**	**CNI**
		Oct 24	**Change of ICS to ICS London throughout**	**CNI**
		Oct 24	**Changed managebac to website**	**CNI**
		Oct 24	**References to heads of faculty**	**CNI**
		Oct 24	**4.2 Principals to SLT**	**CNI**
		Oct 24	**Child to student**	**CNI**
		OCt 24	**Changed "The School" to "**ICS London is an inclusive school"	**CNI**
		Jul 24	Addition to "Objectives" in PYP	**SJ**
1.1		**Sep 25**	**Add 4 x Values**	**SJ**
		Oct 25	**Additional iGCSE references**	**MT**

Policy Statement and Rationale

ICS London's curriculum underpins the School's Vision and Mission. The school is committed to an academically challenging and balanced curriculum following the frameworks of the International Baccalaureate's three programmes (PYP, MYP and DP) and iGCSE whilst meeting the needs of all students whatever their background and abilities.

ICS London is an inclusive school that caters to the needs of individual students from all groups, including the most able and those who require student support. Embedded in our curriculum offer to students is facilitating their acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, and morally, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.

Applicability and compliance

This policy applies to all ICS London teaching staff, parents and students.

Teaching staff are expected to be familiar with this policy. Failure to abide by it will result in intervention by the Senior Leadership Team (SLT).

Statutory/IB/iGCSE company guidance

IB Programme Standards and Practices (2020)

PYP: The Learner (IB, 2018)

PYP: The Learning Community (IB, 2018)

PYP: Learning and Teaching (IB, 2018)

MYP: From principles into Practice (IB, 2016)

Cambridge iGCSE curriculum

Pearson iGCSE guide

JCQ

Diploma Programme: From principles into Practice (IB, 2016)

Independent School Standards (2019)

Statutory Framework for Early Years Foundation Stage (2021)

This policy has links with the following ICS London's policies:

- Academic Integrity
- Assessment and reporting policy (Primary and Secondary)
- Behaviour and anti-bullying policy (Primary and Secondary)
- Whole School Inclusion Policy
- Whole School PSHEE policy
- Early Years Foundation Stage Policy (Primary)
- Language Policy (Primary and Secondary)
- Professional Growth Plan (Secondary and Primary)

Access

This policy is available on request from the School offices. We also inform parents and guardians about this policy when their children join ICS London, through our newsletters and our website. The policy is provided to all teaching staff (including temporary staff and volunteers) at induction alongside our ICS London Professional Code of Conduct.

1 Objectives

1.1 We make provision for the academic, spiritual, social, moral, cultural, physical and creative development of our students in order that they become successful world citizens.

1.2 We develop students who are inquirers, thinkers, communicators, and risk-takers, guided by the IB Learner Profile.

We provide a transdisciplinary learning experience through Units of Inquiry (in Primary) that integrate subject areas and are rooted in real-world contexts.

We ensure that conceptual understanding, knowledge, skills, and attitudes are built in balance.

We empower students to take meaningful action as a result of their learning.

1.3 Through transdisciplinary and multidisciplinary approaches we nurture the development of our young learners in the following ways :

- We create and maintain an exciting and stimulating learning environment by exploring diversity and its value in mediating multiple perspectives.
- We provide students with learning opportunities in a variety of environments, locally, nationally and globally.
- We provide learning environments which are inclusive and ensure the physical and emotional wellbeing of all students
- We ensure that each student's education has continuity and progression
- We develop intercultural understanding and adapt learning approaches to enable students to achieve their very best.
- We cultivate dispositions and attitudes that reflect both British values and internationally-minded values which challenge all kinds of prejudice and stereotyping
- We develop academic literacy, numeracy and information technology skills to enable them to be successful 21st Century learners.
- We recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process

2 Written, Taught, Assessed Curriculum

2.1 All parts of the ICS London's curriculum adhere to the IB Programme Standards and Practices mandated by the International Baccalaureate and iGCSE standards as mandated by Pearson, JCQ and Cambridge. The curriculum is developed by teachers to ensure that students learn how to:

- Demonstrate the ability to self-reflect and self- evaluate to become assessment capable learners
- Think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Adopt a scientific approach to problems, develop an enquiring mind and explore their individual interests
- Communicate their knowledge and feelings through various art forms including art, craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity

- Learn about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links between family, local, national and international events
- Retain a connection with their cultural heritage through the unique expressive power of language, be it a modern language or a mother tongue/ home language
- Develop the ability to make reasoned judgements and choices, based on interpretation and the evaluation of relevant information from a variety of sources
- Demonstrate the Early Learning Goals as appropriate in all of our nursery and reception students

All subjects in each programme meet the IB or iGCSE requirements for the allocation of hours. Details are available on request. Students and parents have access to the written curriculum via the parent space on the website and Toddle (PYP) platforms.

3 Social, Emotional, Spiritual

3.1 We aim to make provision for the academic, spiritual, social, moral, cultural, physical and creative development of our students in order that they become successful world citizens through the PSHE curriculum and IB programmes in the Primary and Secondary schools.

3.2 Students and staff are guided by, and make consistent reference to, ICS London's four values - Courage, Integrity, Respect and Resilience.

3.3 Students and staff are guided by the IB learner profile attributes

3.4 Students will be adaptable; know how to solve problems in a variety of situations; know how to work independently and as members of a team

3.5 Students are able to build healthy relationships with their peers and sustain those friendships

3.6 Students are empowered to assert themselves confidently and value student's voice

3.7 Students are able to construct a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour

3.8 Students understand their actions and the consequences they may have

3.9 Students care for and take pride in their work and in their school

3.10 Students develop an appreciation of others no matter what their background or abilities

3.11 Develop agility, physical coordination and confidence in and through movement

3.12 Students know how to apply the basic principles of health, hygiene and safety

3.13 Students are provided with opportunities to engage in service to the community

3.14 Students understand the connections between themselves, the curriculum and the environment (locally, nationally and globally), using these connections to enhance their learning

3.15 Students are prepared for the challenges and opportunities of life as a world citizen

3.16 Students recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process .

4 Roles and responsibilities

Leadership:

4.1 Each division of the school has an assigned curriculum coordinator

4.2 The SLT of each school line manage the curriculum coordinators to ensure that the curriculum adheres to our policy and beliefs

Teachers:

4.3 Teachers are responsible for planning, adapting, and modifying the curriculum to meet the needs of all students

4.4 The curriculum that is provided to every student ensures student progress in all areas

4.5 All teaching support staff must have a strong understanding of the curriculum and are involved in the teaching and assessing as appropriate.

Students:

4.6 Students are expected to be involved in their own curriculum goal setting to ensure progress and their understanding of their own learning

Parents:

4.7 Parents are expected to engage in their child’s curriculum through a variety of ways depending on the needs of the student and the curriculum area

5 Monitoring and review

5.1 The written curriculum is modified and reviewed with the permission and guidance from the appropriate curriculum coordinator.

5.2 The curriculum is reviewed annually to ensure vertical progression and horizontal alignment. This is carried out in accordance with the IB curriculum development updates (new guides, etc) and iGCSE programmes offered.

5.3 Coordinators monitor curriculum planning by all teachers to ensure that content matches our policy and beliefs.

6 References

IB Programme Standards and Practices (2020)

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