

Curriculum Strategy 2019-20

General Statement of Intent

It is through its curriculum that ISA's identity as an international school that cares for every child comes alive. Teachers have the resources, support and expectation to continually improve the curriculum in light of best practice, individual student needs and the changing nature of the society they will graduate into. ISA graduates will have the qualities to thrive in a fast changing globalised world. These are

- *Personal.* ISA graduates are self-aware. They know what is of core importance and where to be flexible. They can reflect effectively and have the persistence and expectation to continually improve.
- *Cultural.* ISA graduates have a high level of social competence so that they can interact with people from lots of different backgrounds and are able to make productive relationships in new situations. In addition to English, they are independent users of at least one additional language.
- *Technological.* Through subjects, ISA graduates have developed a strong foundation in - and conceptual understanding of - core IT tools to use technology responsibly and to be lifelong learners. ISA graduates have computational thinking skills and are proficient in a computer programming language. They see the links between science, technology, engineering and mathematics (STEM).
- *Intellectual.* ISA graduates have not only skills in the range of school subjects, but also deep understandings that are transferable to new contexts.

ISA Identity and Operations - 5 Priorities

The Curriculum Strategy will be split into 5 priorities which are defined below. Each of these areas have goals to be achieved over the coming five years. Each year an action plan will be created covering projects which work towards meeting the goals set in each of the 5 key priorities. Many of the annual projects will work towards reaching goals in more than one of these areas. They will also overlap with and need to refer to other strategies for example curriculum and technology.

1 Continuous Improvement	Teachers continually improve the learnt, taught, written, and assessed curriculums. They meet regularly to plan curriculum short term (upcoming lessons), medium term (units) and long term (vertical articulation), using appropriate data to meet the needs of each child. They are aware of, understand and use examples of best practice from around the world and an understanding of their students to improve all aspects of the curriculum so that ISA graduates leave with skills to thrive in our fast changing globalised world.
2 Confidence and self-expression in a globalised world	Through the curriculum, ISA students grow in awareness of their own values and ambitions. Through Performing and Language Arts, they engage with a wide range of views to help develop their own views and engage with and appreciate those of others. ISA graduates have the confidence to express their own voice and are proactive in their values. They are confident in their bodies and know how to look after them.
3 Global citizenship through the curriculum	The school's guiding statements and its statement of internationalism give purpose to the work of teachers. Through their subjects and extra activities, teachers expose students to a range of perspectives and help them develop the aptitudes that will make them effective global citizens. ISA graduates are independent users of at least one foreign language.

<p>4 Technology in a globalised world</p>	<p>Rapid progress is happening all around us with many of the developments driven by innovations in STEM (Science, Technology, Engineering, Math). Through meaningful engagement in cross-curricular STEM activities and the forging of partnerships with external organisations and programmes, ISA graduates will be well positioned to play their part in addressing local and global challenges.</p>
<p>5 IT as an essential tool in a globalised world</p>	<p>ISA graduates use core applications responsibly and appropriately to a high level and have the flexibility of approach to thrive in a fast changing technological environment. They are confident in computational thinking and are competent in at least one programming language.</p>