



INTERNATIONAL COMMUNITY SCHOOL
Amman, Jordan

School Prospectus

Welcome to the school prospectus for the International Community School, the global home of #themonalisaeffect. We believe that our school is unique in Jordan, both in our highly personalised curriculum and our expert pastoral care. This prospectus contains much of the information needed to help you understand why ICS is the perfect choice for you. However, if you do have any further questions, we will be very happy to answer them personally.





“Today, more than ever before, we need to understand the needs and strengths of every child, and, in doing so, to put their wellbeing first. This is what we aim to do, every single day, at ICS.”

Matthew Savage
School Principal

Welcome to ICS

A very warm welcome to the International Community School in Amman, Jordan (ICS). I am delighted and honoured to be able to lead this wonderful school.

ICS is the home of **#themonalisaeffect**, our unique brand of personalised learning which ensures that the entire learning experience is tailored to the strengths and needs of each individual student. Inclusivity is enshrined in all that we do, and we are proud to be able to meet the needs of a wide spectrum of ability and need, from the very most able Oxbridge or Ivy League aspirant to students with mild to moderate learning or physical needs or difficulties, and everyone in between.

As with any of the very best international schools in the world, the best way to learn more about us is to visit, and we welcome all visitors with open arms. Should this not be possible, please feel free to contact me directly at principal@ics.edu.jo, and I would be happy to answer any questions or share more fully what constitutes the ICS experience.

With best wishes,

Matthew Savage
School Principal



Our School

An independent, private and non-profit school, owned by the Society for the International Community in Jordan (SICJ), and founded in 1952 as a Primary school to serve the children of the British Military based in Amman, ICS today is proud to be one of the best, and longest-established international schools in the region. Inspired by our patrons, HRH Prince El Hasan bin Talal and HRH Princess Sarvath El Hassan, our roots are very much in Jordanian soil, but our outlook is unashamedly international. Our Guiding Statements are a beacon and a grail for us, as we truly strive for excellence in all we do.





Academic Programmes

Broadly following the National Curriculum for England and Wales, modified to suit our regional and international context, ours is an English-medium education, taught exclusively by UK-qualified teachers. At 16, our students sit the GCSE and IGCSE exams, and, at 18, 'A' Levels, the international gold standard of pre-university qualifications. We are divided into two schools, the Primary School (ages 3-11) and the Secondary School (ages 11-18).

Primary

The Primary school is broken down into three phases:

Early Years (Age 3-5)	Key Stage 1 (Age 5-7)	Key Stage 2 (Age 7-11)
Early Years 1 (EY1): Ages 3-4	Year 1: Ages 5-6	Year 3: Ages 7-8
Early Years 2 (EY2): Ages 4-5	Year 2: Ages 6-7	Year 4: Ages 8-9
		Year 5: Ages 9-10
		Year 6: Ages 10-11

Our Primary is 2fe (two form entry) in Early Years and 3fe in Key Stages 1 and 2. Classes in EY1, EY2, Year 1 and Year 2 are typically no larger than 20 students, with a maximum of 25 students in Year 3 and above, and all classes benefit from the support of full time, graduate Teaching Assistants.

Secondary

The Secondary school at ICS is broken down into three phases, or Key Stages.

Key Stage 3: (Age 11-14)	Key Stage 4: (Age 14-16)	Key Stage 5: (Age 16-18)
Year 7 : Ages 11-12	Year 10 : Ages 14-15	Year 12 : Ages 16-17
Year 8 : Ages 12-13	Year 11 : Ages 15-16	Year 13 : Ages 17-18
Year 9 : Ages 13-14		

In Secondary, students are taught mostly in mixed-ability classes, no larger than 22 students and often significantly fewer students. In addition, all students belong to a 'Tutor Group', an advisory or 'home room' class through which a dedicated Tutor keeps a close eye on their learning, progress and wellbeing, ably supported and coordinated by a Pastoral Leader.



Our Values

We are a values-led school, and our core values permeate everything we do. In addition, we grow and celebrate those same values in each child, rewarding them, through our world-famous Polio Points programme, with points which we convert to vaccines for children around the world. In this way, our young people develop all the skills necessary to be exemplary, 21st century, global citizens; to fulfil their full potential in school; and to live a happy, successful life.

ICS Values:

Integrity

We are honest and trustworthy and take responsibility for our actions.

Determination

We strive for excellence through hard work, resilience, perseverance and a positive attitude.

Respect

We are open minded, global citizens who appreciate, celebrate and honour other cultures, beliefs and worldviews.

Compassion

We are kind, caring and supportive of one-another and generous towards those less fortunate in our community and society.

Equity

We are fair-minded and treat everyone as we would like to be treated.

Happiness

We work collaboratively and do our very best to ensure everyone at our school feels included, safe and valued.

Challenge

We are adventurous and creative about our learning and believe in the importance of taking risks and stepping outside of our comfort zone.



Our Strategic Goals

In an era of information overload, in which less can, indeed, be more, we have distilled our strategic direction into three hashtags, befitting the social media age in which we all operate. Together with our Guiding Statements, these hashtags encapsulate who we are and where we are headed, and capture the very essence of ICS. These hashtags are

#themonalisaeffect

#earlyyearsup

#makethepoint





#themonalisaeffect

ICS is the global home of #themonalisaeffect, our unique brand of personalised learning which ensures that the entire learning experience is tailored to the strengths and needs of each individual student.

#themonalisaeffect

The Data Triangle

We believe that every child is a unique blend of attitudes, aptitudes and prior attainment. We call this the 'data triangle', and it informs every step of a child's learning journey at ICS. In collaboration with GL Education, the world's leading provider of assessment tools for schools, we conduct a series of sophisticated, standardised assessments with all of our students, in order to gain an holistic, broad and deep understanding of every child.

Attainment

We use the Progress Test Series, a brand new suite of standardised attainment tests, which assess students' current knowledge, skills and understanding in English, Maths and Science. Students are measured against their peers worldwide, providing a detailed and contextualised analysis of their current academic level in these core subjects.

Aptitude

The Cognitive Abilities Test (CAT4) is a groundbreaking aptitudinal assessment which provides a detailed profile of each child's conceptual ability and cognitive function. The results enable us to reveal, understand and unlock their true potential, and tailor their entire learning and teaching experience to their individual needs and strengths.

Attitude

Finally, our use of the Pupil Attitudes to Self and School (PASS) survey gives us an insight into the attitudes and mindset with which each student approaches every day at school. Armed with this information, and as a #wellbeingfirst school, we can understand what it is like to be them, and address any difficulties or problems before they become too big.

Beneath the Mask

We believe that every child wears a number of masks in order to survive amid the manifold pressures on children today. For today's international school student, often learning in a different language, and moving from school to school, this can be even harder. We aim to dig for the treasure beneath each child's masks. Once we know what lies beneath, we can aim to tailor their entire learning and wellbeing experience for them.

#themonalisaeffect

We call this 'The Mona Lisa Effect'. Just like Lisa Gherardini, casting her gaze on every single visitor to the Denon Wing in the Louvre, so do we aim to ensure that the learning is actually looking directly at each child in our school. In this way, we aim to 'Mona Lisa' everything that we do. And, increasingly, schools, and school leaders, around the world are asking us how we do it.



#earlyyearsup

At ICS, we are proud pioneers - fierce advocates of a discovery-based, inquiry-led, child-centred education - and we are determined to do things differently.

#earlyyearsup

The Candle of Curiosity

In their earliest years of life, every child exhibits a candle of curiosity which burns brightly and hungrily, but, unfortunately, the older they get, this candle can flicker and fade. Through the pursuit of #earlyyearsup throughout and across each child's curriculum and learning journey at ICS, we hope to keep the candle of curiosity burning throughout the school.

The Early Years Classroom

We believe that much of the best pedagogy and practice can be found within the walls of Early Years classrooms around the world. Before the pressures and demands of a knowledge-based curriculum begin to take hold, learning is typically, and first and foremost, a fun and autonomous journey. At ICS, we want to keep that fun and autonomy alive, right through to Year 13.

Hybridising Best Pedagogy

We have explored some of the best Early Years pedagogies around the world, and are fortunate to be able to 'cherry pick' from each. For example, we seek inspiration from Ireland's 'Aistear' and from New Zealand's 'Te Whāriki'; from the work of Professor Ferre Laevers on the 'Leuven Scales' of wellbeing and involvement, and from the core principles underpinning the 'Forest Schools' movement in Northern Europe. And, perhaps most importantly of all, we are excited by the Reggio Emilia approach.

The 100 Languages

Reggio Emilia is an approach to Early Years and Primary education which is rooted in the rights of the child, and demands an experiential learning journey shaped by human relationships. At its core are the '100 Languages of Learning' - what founder, Loris Malaguzzi, calls the "infinite ways that children can express, explore, and connect their thoughts, feelings and imaginings." In other words, every child learns differently, and our challenge, as teachers, is to find their 'learning language' and speak through that.

Keeping the Rigour

This does not mean that we sacrifice the importance of academic attainment and progress. On the contrary, our curriculum retains all the rigour of the National Curriculum for England and Wales, and we keep a close and caring eye on each child to ensure they fulfil their potential and do not fall behind. At ICS, however, we believe that #earlyyearsup actually improves attainment, and that the more engaged each child is in a multimodal learning experience, the better they will actually do.

Sharing Good Practice

As a school, we are on a learning journey, and our bold and talented teachers are treading that road together. Like our children, we have a lot yet to learn, but, doors open, we are all peer coaches and mentors to help spread #earlyyearsup down, up and across the whole school. Many schools would be fazed by the size of the challenge; but, at ICS, we love it. After all, if we expect our children to climb difficult mountains, retaining a 'growth mindset' throughout, then we should do so too.

#makethepoint

At the International Community School, we take our community seriously. Always thinking 'beyond self', our students, staff and parents work tirelessly to benefit, sustain and support our local, regional, national and global communities in everything we do.



#makethepoint

The World in One Classroom

At ICS, we are proud to be one of the most international of international schools in the region. As the school of choice for embassy and NGO families throughout Amman, and with over 50 nationalities every year, we can honestly boast 'the world in one classroom'. With this diversity comes a sense of global citizenship which truly sets us apart, and fuels our determination to advocate for, and live by, the Global Goals.

Polio Points

At the forefront of our community service is Polio Points, our groundbreaking student reward programme which incentivises student achievement through humanitarian aid. Founded in Brunei Darussalam, under the patronage of HRH Princess Sarah, Polio Points turns student reward on its head, and puts each student in the driving seat, enabling them to 'be the change' [Mahatma Gandhi] or the 'hummingbird' [Wangari Maathai] that rescues and fortifies future generations.

Saving Lives Every Day

We are a values-driven school, and every time a student exemplifies one of our seven Core Values, they are awarded with a 'Polio Point'. For every four Polio Points they earn, we purchase a Polio vaccine, through our close liaison with Rotary International, UNICEF and the World Health Organisation. Put simply, when an ICS child does well, they save a life. This simple equation is irresistible to the ICS community, and helps us all, daily, to #makethepoint.

The Food Fair

The highlight of the Amman social calendar, the annual ICS Food Fair is a phenomenon to be witnessed. Hosting thousands of visitors every year, this model of internationalism and community spirit raises significant amounts of money to support our many community initiatives, and enables us to fulfil our duty to those less fortunate than us. The whole city seems to come together with the same goal, and there is no louder and prouder symbol of the ICS community at its best.

Parent Staff Association

Our PSA is unique in that our bylaws require that at least 40% of their income has to support charitable causes. As a result, our dedicated team of PSA volunteers works tirelessly every year to find ways to have a demonstrable and sustainable impact on the disabled, the disadvantaged and the disempowered. In addition, our commitment to a number of charities championed by the Jordanian Royal Family, and, in particular, our Royal Patrons, HRH Prince El Hasan bin Talal and HRH Princess Sarvath El Hassan, roots us proudly in Jordanian soil.

Student Voice

Our unique, Student Voice programme takes its community service very seriously indeed. Both Primary and Secondary schools have a Student Voice Community Team, which works closely with our full time Community Coordinator to ensure that, at our heart, it is the students themselves who spearhead and steer our charitable work. Showcased in our annual Community Conference, their efforts make a palpable difference to families and children throughout Jordan every single year, and really do #makethepoint.

Our Students

We aim to ensure that every student can be successful and happy, and, through **#themonalisaeffect**, we believe this can be a reality. However, success, for us, is individual, and we do not measure any student against anything but their own potential.

We pride ourselves on being able to stretch and challenge the very most able students, and, every year, we celebrate some outstanding results, with our graduates applying to some of the best universities in the world. Our students regularly top the list of winners at the annual Queen Rania Outstanding Learner Awards, and, in the prestigious World Scholar's Cup, the highest scoring team on the planet in 2017 came from ICS.

However, we are proud to be a fully inclusive school, understanding and meeting the needs of a diverse spectrum of young learners, including students with mild to moderate learning needs, ably supported by an outstanding Inclusion department and a large team of expert and specialist Learning Support Assistants.

The ICS student is at the centre of everything we do, and we are fortunate to teach a community of happy, confident and creative global citizens. To this end, we boast an experienced and skilled Counselling department, who work closely with academic and pastoral staff to ensure that we remain, at all times, a 'wellbeing first' school.



Our Teachers

We boast an outstanding teaching staff, the majority of whom are fully qualified, native English-speaking teachers, complemented by a talented cohort of UK-trained, local staff. Our parents talk proudly of a school with a heart, a warm and harmonious community which cares about each individual student, and of which all stakeholders are proud to be a part. Our young faculty is as happy, confident and creative as the student body it serves, and embraces and embodies our values at every step. At ICS, **#themonalisaeffect** stretches beyond the students, and we aim to ensure every adult is also able to experience happiness and success, every single day.



Inclusion

Inclusion at ICS means ensuring that every child can access, and thrive within, the curriculum, learning and teaching experience we offer.

We support a full range of special educational needs, including dyslexia, Down's syndrome, autistic spectrum disorders, dysgraphia, and sensory integration and processing difficulties, as well as students at an early stage of their English language acquisition, and those in need of additional stretch and challenge. Our provision is both in class and out of class, provided by a team of over twenty trained staff - one of the largest teams of specialists working in any International school in the world.

We provide bespoke support programmes for individual needs, as well as working with and advising teachers, and modifying and adapting the curriculum to ensure every child is able to thrive. We boast a newly renovated facility, specifically designed to support learners from 3 to 18 in the same space. This includes a relaxing centre, intervention rooms, immersion rooms, sensory rooms, and a variety of specialist equipment and resources for our students.



Our Campus

In 2012, we opened our new, purpose-built campus, in rural Na'our but still only a stone's throw from the city, and surrounded by beautiful fields and even our own cross-country circuit. Our campus boasts excellent specialist facilities in the Arts, Science, ICT and PE, and the school has recently embarked on an ambitious building programme. The next couple of years should see the opening of a brand new, state-of-the-art Sports Hall, Swimming Pool and Performing Arts Centre, as well as an innovative and trailblazing new Early Childhood Centre.





Enrichment

At ICS, we believe that learning often happens outside and beyond the classroom, and our programme of enrichment and extra-curricular activities is vast and hugely popular. In addition to our weekly 'Challenge Hour', in which students work with peers of all ages to explore the challenges beyond their comfort zone, the end of the school day heralds a wide array of clubs and competitive teams across the arts, sport, service and much, much more.

In addition, we are renowned for our Community Service programme, and, in our determination to #makethepoint in all we do, all members of our community regularly volunteer their time, energy and initiative to benefit those less fortunate - locally, nationally and internationally.



FAQ'S

How convenient is the school's location?

The school is located on a purpose-built, modern campus in Um Al Basateen, surrounded by the hills and fields of rural Na'our but only a short drive from the life and energy of suburban and urban Amman. The school is fewer than 15 kms (9 miles) away from the main attractions in Amman, which is approximately a 15-20 minute drive, and our fleet of school buses transport students safely and quickly to and from the school on a daily basis.

How is the school year organised at ICS?

The school year begins in late August and finishes towards the end of June. The academic year is divided into three terms, with a longer break in December and April, and a shorter break in October and February. The school typically provides 180 days of student learning each year.

My child has been following a January to December academic year. How will they fit into ICS?

Our rigorous and thorough admissions process will enable us to identify the optimal year group for your child, to maximise their chances of happiness and success at the school. We reserve the right to place the student in a specific year group if, in our professional judgment, we believe this meets the learning, behavioural and/or wellbeing needs of the student.

Is ICS a British or an International school?

Students at ICS pursue the National Curriculum for England and Wales, modified for our local and international context. We also aim to draw on the best of British and international practice to ensure that our curriculum is engaging, relevant and enjoyable for all our children, who come from over fifty nationalities and bring with them over 15 languages. Whatever curriculum your child has followed previously, we will endeavour to provide a seamless transition, and our graduates frequently enter undergraduate schools in the UK, Europe, North America and the rest of the world. However, should your child be seeking to join Year 11 or Year 13, we strongly advise you to discuss their admission with a member of the academic team before applying.

Does the school offer an English-medium education?

All learning and teaching at ICS takes place in English, and our excellent EAL (English as an Additional Language) department ably supports students for whom English is not their mother tongue. Indeed, the vast majority of our teachers are not only UK-qualified but also native English speakers. In addition, all students also study an additional language, choosing from either Arabic, French or Spanish.

What makes ICS so special?

At ICS, we are not afraid to do things differently. With a proud and determined orbit around every single student, we aim daily to bring #themonalisaeffect to life, ensuring that your child remains the unique individual at school that they are at home. Many schools speak of 'personalised learning': at ICS, we bring this to life.

What does 'inclusion' mean at ICS?

We are an inclusive school that supports the individual learning needs of all children. The school provides a stimulating, supportive and secure environment for every child, from Oxbridge and Ivy League aspirants to students with mild-to-moderate learning needs. The aim of the Inclusion department at ICS is to work with the children, their parents, their teachers and any external specialists to ensure that each child fulfils their true potential. All students at ICS learn from, contribute to, and take part in all aspects of school life.



Accreditation & Membership









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