



FOUNDED 1900

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Curriculum Policy 2024-2025

The English School

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Ratified by	The English School Board of Management
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Curriculum Policy

1. Introduction

The Headmaster, the Senior Leader in charge of the Curriculum and T&L and the SLT are responsible for formulating a Curriculum Policy, which the Board of Management then ratifies. The Curriculum offered will be reviewed regularly to ensure that it meets the needs of all English School (ES) students. The Headmaster will refer any major changes to the Board of Management for discussion and approval.

The English School aims to create an educational environment where **all** students flourish and develop **all** their talents. The Curriculum refers to all planned activities organised to promote learning, personal growth and development. It includes not only the formal Curriculum but also the range of extracurricular activities and educational visits that the School organises to enrich the experience of students. The School, therefore, begins from the principle that its Curriculum is intentionally directed to the growth of the whole person. Other than focusing on academic excellence, belief in humanistic principles such as tolerance, respect, empathy, equality and justice, in alignment with the School's mission statement, are essential to this process.

The School motto, Non-Sibi Sed Scholae (Not for thyself, for the School), reflects our conviction that education is not merely concerned with the imparting of knowledge but is also about helping young people to mature as individuals and develop those skills that will enable them to deal with change in a fast-paced world so that they are ready for **careers, work and life**. The School seeks to preserve its traditions of excellent learning and serving all the communities of Cyprus so that all students and staff can experience continuity in achievement and further their own educational, personal, spiritual, and emotional development/growth in a pleasant and stimulating environment.

2. Rationale of the Curriculum

The School seeks, per its Mission and Values Statements (Appendix 1), to develop the potential of every student by providing a broad, balanced and relevant curriculum that is in keeping with good practice at the top UK and European schools and any local legislative requirements. The School delivers a broad, balanced, and relevant curriculum that meets the requirements of the students to move on to top-quality universities, into the world of work, and become active citizens. Each area of the Curriculum is allotted an appropriate amount of time consistent with the overall balance (see Appendix 2) and its importance for assessment purposes.

We believe a successful curriculum should be delivered innovatively and effectively to provide appropriate challenges to all our students, exciting and engaging them and giving them ownership in their learning. We believe exceptional results should be a by-product of our education, not the exclusive focus. Students are encouraged to aim high, and we aim to provide them with everything they need to succeed. We aim to give each child the appropriate skills to fully develop their academic potential and personal and social values in preparation for life in the 21st-century global society.

The Curriculum on offer is not restricted to the essential elements of a UK curriculum. Still, it seeks to introduce students to a broader range of learning experiences, both formal and informal, designed to equip them for adult life. Students throughout the School are encouraged to participate in curricular and **extracurricular enrichment** activities designed to enhance their school experience.

This often involves links with the local community, alumni and the business world. (See the School website for examples of the various activities).

The curriculum aims to be inclusive. Aspects of differentiation in the classroom and in tasks aim to offer support for those who need it while also allowing for stretching and enrichment for those who are more able. Students' abilities to tackle such tasks are based on their readiness. The goal is that each student actualises their potential. The Inclusion Team of the School offer extra support provisions for those on the SEN register while also working with the whole school to support enrichment activities. The English School's Inclusion Policy can be found on its website.

Central to the curriculum is the desire that each student will freely grow and mature into a lifelong learner and a democratic citizen. Students' spiritual, moral and social development is promoted particularly through the Pastoral Care programme, which includes social and environmental awareness components, mainly delivered in a well-structured PSHCE program. This development is further reinforced by the rich Extracurricular Activities programme the School offers. A professional school counsellor is available to guide each student in times of personal or family crisis.

Particular attention is paid to promoting good cross-community relations and responding to areas of need in the local community and less economically developed countries. All students are given ample opportunity to express generosity through various charities.

The curriculum also promotes students' physical and mental well-being, the constructive use of leisure time and a healthy lifestyle by providing a wide range of cultural, aesthetic, creative and sporting activities. The School curriculum provides a context for and a process of personal development through these activities and aims at successful student participation.

3. Objectives of the Curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single student in the School through a curriculum which:

- At each Key Stage, prepares students for the opportunities, responsibilities and experiences of the next stage of their education and, therefore, ensures progression from one key stage to the next
- Encourages independent learning, critical thinking skills and resilience and provides opportunities for students to express and apply their learning and understanding in different ways and different contexts
- Imparts a solid knowledge base in each discipline to enable students to develop a deep understanding of what they are learning
- Is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our students are equipped to understand how global society has changed
- Is flexible enough to respond to change and incorporate innovation, including the development of digital literacy skills as appropriate
- Enables students to acquire skills in reading, writing, speaking and listening to improve students' communication skills
- Uses technology effectively in supporting teaching and learning and gives students opportunities to present their work by making use of appropriate digital tools

- Ensures students understand their safety and that of others, including awareness of safeguarding and online safety
- Enables our students to work collaboratively and develop the 'soft skills' needed to equip them for life.
- Encourages respect for others, paying regard to characteristics like age, disability, gender, race, religion or belief, sex, and sexual orientation.
- Careers information enables students to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and relevant guidance and support to help students make informed choices in the selection of future subject choices and begin to consider their options for higher education, training, and careers.
- To ensure students understand the School's fundamental values, such as effective teamwork, diversity and respect, and uphold these throughout the Curriculum and PSHCE programme.
- Promotes high-quality processes of teaching and learning that align with research findings in pedagogy, child psychology, neuroscience and other related fields.

4. Summary of curriculum provision, Years 1-7

KEY STAGE 3 (Years 1 to 3 or Years 7 to 9)

The Curriculum mirrors the National Curriculum provision and good practice in the UK, with the periods adjusted to consider the teaching of the native language of most students (Greek/Turkish) and the provision of English as a second language. In Year 1, fourteen subjects are offered, while in Years 2 and 3, fifteen subjects are offered because of the introduction of Foreign Languages. During Year 1 the students can choose between French, German or Spanish as they move into Year 2. This provides a broad and balanced curriculum that exposes students to various academic disciplines and creative skills.

The School integrates the three streams of students accepted via the entrance exams process (Greek, Turkish and English speakers) into mixed-form groups for most of their teaching and learning time by delivering the material in English.

Positions of Responsibility

The role of each Head of Department, the Assistant Head in charge of the Curriculum and Teaching and Learning, is to ensure that teaching, learning and assessment and arrangements continue to adapt to the changing needs of the students and the School.

Review of the Curriculum in Lower School/KS3

The lower school curriculum is currently under review and includes two phases. In phase 1, the curriculum of year 1 will be completed by June 2024 and implemented starting September 2024. Phase 2 includes the review of the curriculum in years 2 and 3 during the 2024-2025 academic year.

The objectives of the review include the following:

1. Develop Transferable Skills:

Prioritise the development of Transfer Goals that include the development of skills like critical thinking, creativity, collaboration, communication, digital literacy (information, media and technology), flexibility and adaptability, initiative, leadership and responsibility, and social skills.

2. Define Clear and Measurable Learning Objectives:

Establish clear and measurable learning objectives for students in every subject and topic area, guiding instruction and assessment to link clearly to the Transfer Goals.

3. Align Assessment Methods:

Ensure that assessment methods used in Lower School align with the curriculum objectives, providing a fair and accurate measure of student progress.

4. Establish multidisciplinary links within the subjects:

Concepts and ideas can often be linked to multidisciplinary perspectives, which encourage deeper learning. These perspectives can be related to project-based learning, STEAM education and enquiry-based tasks where students can reflect and create real-life connections by expressing themselves and their knowledge through multiple perspectives.

5. Improve students' mental health and well-being:

The burden of content-heavy curricula can lead to academic stress and deterioration in students' mental and physical health. Emphasizing physical and mental well-being through our PSHCE program can further develop skills and enhance the enthusiasm for learning.

6. Offer Teacher Training and Support:

Provide training and support to teachers for effectively implementing the revised Curriculum, including new pedagogical approaches and resources.

These objectives will guide the curriculum review process, ensuring that our educational provision aligns with the evolving needs of our students so that they are well-prepared for **careers, work and life**.

Key Stage 4 (Years 4 and 5 or Years 10 and 11 and Key Stage 5 (Years 6 and 7 or Years 12 and 13)

At Key Stages 4 & 5 the Curriculum ensures that all our students have access to a broad range of academic and applied/creative courses. A summary of curriculum provision (2023-24) can be found in Appendix 2.

The School currently operates a two-week timetable, consisting of six 50-minute periods each day plus four periods of afternoon physical education activities (See Appendix 2). Each subject area is allocated an appropriate proportion of timetabled time balanced over the two weeks. This provides a more settled working environment, which benefits the students. The structure of the timetable and the curriculum model within this structure is reviewed annually by the Headmaster and the Assistant Head in charge of the Curriculum and Teaching and Learning.

5. Links with other policies

This policy links to the following policies and procedures:

- Assessment and Marking policy
- Guidelines for missing Common Assessments
- Submission policy for Common Assessments
- Inclusion policy
- Safeguarding policy
- Online safety policy
- Academic Integrity policy

Appendix 1: Mission and Values Statements

Mission Statement

The English School exists to promote academic excellence through high-quality processes of Teaching and Learning. The School seeks to maximise individual potential by providing rich and engaging educational experiences and challenges, supported by talented and trained staff, in a safe and caring environment and using modern pedagogical techniques and new technologies.

The English School student is an articulate, autonomous, life-long learner who is developing the cognitive skills to think critically and creatively, to evaluate information and to collaborate with staff and other students to assess his/her own attainment and progress.

The School is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the school community. It celebrates diversity and its ethos is one of trust, mutual respect and understanding of each other's culture, ethnicity, religion, gender and individual needs.

The English School's main goal is to prepare students to access the highest quality tertiary education and to become global and democratic citizens, empowered to adopt key leadership roles in their adult lives.

The school motto is '*Non sibi sed scholae*' which means that students should be proud to be a member of the School and put the school community and other people before their own needs.

Values Statement

The School aims:

- To offer an experience of a learning community which will enrich the lives of all who are involved there, and which will help students prepare for the changing world of work, leisure and responsibility, including duties and obligations to family and society.
- To constantly review and respond to the changing curricular needs of students, and to the expectations of parents and of society, while retaining a constant commitment to provide excellence in learning and teaching.
- To provide a system of pastoral care, which will exemplify democracy, justice, fairness, compassion, tolerance and forgiveness, while at the same time, set high standards of respect, self-discipline, commitment and generosity.
- To develop a healthy partnership between the School and parents in the education of the students.
- To operate a just and equitable policy in the appointment and treatment of staff, and in the admissions procedures for students
- To encourage all staff to further their professional development within the parameters of their responsibilities in the School

- To ensure the provision of appropriate facilities for the fulfilment of the School's functions
- To establish relationships and to maintain links with the local community, with other schools, institutes, the world of work and organisations across the community and outside Cyprus to build upon already existing relationships with past students of the School to the benefit of all concerned.

Appendix 2: The Curriculum in KS 3, 4 and 5

1. KEY STAGE 3 (Years 1 to 3 or Years 7 to 9)

In Year 1, all students follow a similar curriculum, which includes fourteen subjects. This consists of the provision of a Personal, Social, Health and Citizenship Education (PSHCE) programme.

In Year 2 students are offered a choice between French, German and Spanish as part of the introduction of Modern European Languages program. In Year 2 (Year 8) and Year 3 (Year 9), a total of 15 and 14 subjects are studied respectively.

The table below indicates the courses students study and the allocated time for each subject.

<i>Subjects</i>	<i>Periods per 10 days</i>		
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
<i>Art</i>	2	2	2
<i>CS</i>	2	2	2
<i>Drama</i>	2	2	0
<i>DT</i>	2	2	2
<i>English</i>	15	10	10
<i>French/German/Spanish</i>	0	4	4
<i>Geography</i>	2	3	3
<i>Greek/Turkish</i>	9	11	12
<i>History</i>	2	3	3
<i>Maths</i>	10	9	9
<i>Music</i>	2	2	2
<i>PE</i>	4	2	2
<i>PSHCE</i>	2	2	2
<i>RE (group a or b)</i>	1	1	1
<i>Science</i>	5	5	6
<i>Total Periods</i>	<u>60</u>	<u>60</u>	<u>60</u>

In Year 2, Term 2 (Year 8), the students begin their (I)GCSE in Mathematics and in Year 3 (Year 9), their Greek/Turkish and AS level in their native language (Greek/Turkish).

2. KEY STAGE 4 (Years 4 and 5 or Years 10 and 11)

CHOICE OF SUBJECTS FOR (I)GCSE- All students study 9 (I)GCSE subjects.

Core subjects (studied by all students)

- English Language
- English Literature
- Mathematics
- Greek or Turkish
- Physical Education (non-exam subject)
- Religious Studies (non-exam subject)

All students also choose **five** other subjects from the groups below.

GROUP A - Science (Students must choose at least one from this group)

Biology, Chemistry and Physics

GROUP B - Social Sciences (Students must choose at least one from this group)

Economics, Geography and History

GROUP C – (Students must choose at least one from this group)

Art and Design, Design and Technology, French, Spanish, German, Computer Studies, Global Perspectives, Music, Physical Education, Religious Education, Greek language for non-native speakers, Turkish language for non-native speakers

There are a total of 18 options for students to choose from.

Examinations are taken at the following stages:

End of Year 4 (Year 10, in May/June): (I)GCSE Maths and Greek; and AS level Modern Greek. IGCSE Turkish is sat at the end of Year 3 (Year 9)

End of Year 5 (Year 11, in May/June): All other (I)GCSE exams and A level Modern Greek.

Regarding the Maths curriculum, At the end of year 5, students complete the P1 specification of IAS Maths and are offered extra tuition in the afternoon to enable them to take the AQA Level 2 Maths qualification, particularly those who do not plan to take Maths AL(this is optional).

3. KEY STAGE 5 (Years 6 and 7 or Years 12 and 13)

The Curriculum in KS5 follows the International AL program with some subjects still offered as linear AL courses and aims to build upon the foundations laid in KS4 (at (I)GCSE).

In Year 6 (or 12), all students study four AS-level subjects, and each course is allocated 14 periods every two weeks. This allows students to gain knowledge and skills in a broader range of subjects and challenges them to reach their full potential. Furthermore, it increases flexibility to adjust if a career direction changes or an unexpected result is obtained. Year 6 students also study Greek or Turkish (4 periods) and take A-level Greek or Turkish by the end of Year 6. The Greek department offers extra support lessons so Greek Cypriots could prepare and enter the Greek examination 'Poli kali Gnosi' in Year 6. All non-native speakers of Greek are encouraged to take Greek up to at least the IGCSE level.

In Year 7 (or 13) students can choose 3 or 4 A levels. Those students choosing a 4 A level programme only study their A level subjects (4x17 periods per week). Those selecting a 3 A level programme also study PSHCE (2 periods) and have 7 private study periods. These additional courses are offered to broaden the students' educational experience by providing access to knowledge, understanding and skills in a greater range of curricular areas.

The following subjects are currently being offered at A-level: (2023-24)

Art and Design	Geography
Biology	History
Business Studies	ICT/Computing
Chemistry	Mathematics
Design and Technology	Further Mathematics
Economics	Music
English Language	Physical Education
English Literature	Physics
French	Spanish

Analysis of the data shows that most students take up in year 7 3 A level subjects, with each course allocated 17 periods that allow departments to finish their syllabuses effectively and to do more past paper practice. Additionally, the School offers a broader range of opportunities during students' non-teaching periods, such as Oxbridge preparation, interview practice, preparation for additional aptitude tests such as BMAT, UKCAT, LNAT, SAT, private study time, careers counselling, etc. In addition, students are offered the PSHCE program for 2 periods every two weeks.

Most subjects at GCSE and A level are delivered using Edexcel specifications. Heads of Department make a written application to the Assistant Head in charge of the Curriculum if they wish to change/ use other exam boards and inform the Assistant Head in charge of Examinations.