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THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Curriculum Policy 2019-2020

The English School

Sept 2019

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Curriculum Policy

Introduction

The Headmaster, Deputy Headmaster (Curriculum) and the SMT are responsible for formulating a Curriculum Policy which is then ratified by the Board of Management. The curriculum offered will be reviewed regularly to ensure that it meets the needs of the pupils. Any major changes will be referred to the Board of Management by the Headmaster for discussion and approval.

The English School aims to create an educational environment in which pupils flourish and develop **all** their talents. The School therefore begins from the principle that its curriculum, which is seen as the total range of learning experiences and activities provided by the school, including its pastoral provision, is intentionally directed to the growth of the whole person. Belief in humanistic principles such as tolerance, respect, equality, justice, human rights and civil action are seen as being an essential part of 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 information but is also about helping young people to mature as individuals and develop a real love for learning. The School seeks to preserve its traditions of learning and serving all the communities of Cyprus so that all pupils and staff can experience continuity in achievement and further their own educational, personal and spiritual/emotional development/growth in a pleasant and stimulating environment.

Teaching approaches within The English School take into account 'best practice' models which involve a wide range of techniques to allow students to reach their potential. At the core of approach is a desire to stretch and challenge every student and to provide them with support when they require help. A wide range of resources from subject booklets, textbooks and other learning tools are used and staff are trained and appraised using an Assessment for Learning (AfL).

Overview of the School Curriculum

The School seeks, in accordance with its Mission and Values Statements (Appendix 1), to develop the potential of every pupil through the provision of a broad, balanced and relevant curriculum that is in keeping with good practice at the top UK schools and any legislative requirements.

The curriculum on offer (see Appendix 2) is reviewed annually and all measures are taken to ensure its composition reflects the needs of the current cohort of students at each key stage, particularly at (I)GCSE (KS4) and AS/ A level (KS5).

Pupils are offered an experience of a learning community to enrich the lives of all who are involved, and to help pupils prepare for the changing world of work, leisure and responsibility, including duties and obligations to family and society.

The curriculum on offer is not restricted to the essential elements of a UK curriculum but seeks to introduce pupils to a wider range of learning experiences, both formal and informal, designed to equip them for adult life. Pupils throughout the School are encouraged to participate in curricular and **extra-curricular 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).

Provision is made within the School to ensure that the **Special Educational Needs (SEN)** of all pupils are addressed. The newly appointed Special Educational Needs Coordinator (SENCO) will compile and maintain a register of students who have been identified as having special and additional learning needs. The SENCO also maintains the medical needs records of these pupils in collaboration with the school nurse. A copy of the SEND policy is available on the School's website. All departments adapt schemes of work to meet the individual needs of students in their care.

The Entrance Exam performance and baseline testing (MidYis) are all used in Year 8 to identify students who require particular learning support, including the areas of numeracy and literacy.

In Year 10, YELLIS testing is used to assist teachers, pupils and parents / guardians to establish (I)GCSE targets and a baseline GCSE starting point. Individual differences are recognised in terms of the educational provision offered so that all pupils can gain maximum benefit from their school experience.

In Year 12 ALPS is used to establish the target grades and baseline for A level grades.

Each department devises strategies for:

- (i) Identifying and helping under-achieving pupils & those with specific learning challenges

(ii) Extending and challenging able pupils (*Gifted and Talented*).

Where under-achievement is related to personal / social / motivational factors, support is sought from the School's pastoral care team.

It is recognised that the **effective use of ICT** can measurably enhance the learning environment and enrich the educational experience of all our pupils. Well used, ICT can encourage a more participative and independent approach to learning, thereby laying the foundations for lifelong learning and personal development.

As the School begins planning for a new School Action Plan (SAP) cycle (2018-21), the effective use of ICT will be a priority with a senior leader appointed to lead this exciting area of development which will further improve the quality of teaching and learning.

The School delivers a broad, balanced and relevant curriculum which meets the requirements of the pupils to move on to top quality universities, into the world of work and to become active citizens. Each area of the curriculum is allotted an appropriate amount of time that is consistent with the overall balance and the importance attached to it for assessment purposes.

Personal and Emotional Development

Central to the work of the School is the desire that each pupil will freely grow and mature into a lifelong learner and a democratic citizen. The spiritual, moral and social development of pupils is promoted particularly through the Pastoral Care programme which includes components related to social and environmental awareness. This development is further reinforced by the rich Extracurricular Activities programme offered by the School.

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

A professional school counsellor is available to guide each pupil in times of personal or family crisis.

Physical Education

Through the work of the Physical Education (PE) Department and extra-curricular sporting activities, the School endeavours to provide a context for, and a process of personal development, through culturally valued physical activities. The prime objective of the PE Department is to ensure successful pupil participation in a broad range of skill-based and health-related activities.

The goal of such sporting involvement is to contribute to the promotion of physical well-being, the constructive use of leisure time and a healthy lifestyle.

The School provides a comprehensive programme of Physical Education to all students in KS3 and KS4 by providing both curriculum time and an afternoon PE programme of two periods per week (4 periods over the 10-day timetable). Students in Years 12 and 13 can choose PE as part of their curriculum or use the fitness suite in their non-teaching time.

Sports available at the English School;

Athletics	Basketball	Hockey	Soccer/futsal
Badminton	Cross-country	Softball	Tennis
			Volleyball

In addition to these sports, there are a number of fitness activities offered such as weight training, aerobics and Pilates.

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 take into account the teaching of the native language of the majority of pupils (Greek/Turkish) and provision of English as a second language. In Year 1 thirteen subjects are offered while in Year 2 and 3 fourteen subjects are offered because of the introduction of French. During Year 2 the pupils have the chance to choose between French, German or Spanish as they move into Year 3. This provides a broad and balanced curriculum which exposes the pupils to a wide range of academic disciplines and creative skills.

In the academic year 2017-2018 the School decided to integrate the three streams of pupils accepted via the entrance exams process, (Greek, Turkish and English speakers), into mixed form groups and for approximately 50% of their teaching time by delivering the material in English. Feedback from staff, parents and pupils indicated that this initial stage of integration had been successful and for the academic year 2018-2019 all lessons will be delivered in English except native language lessons in Greek and Turkish.

Positions of Responsibility

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

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 pupils have access to a broad range of courses, both academic and applied/creative.

SUMMARY OF CURRICULUM PROVISION (2019-20)

The School currently operates a two week timetable, consisting of six 50 minute periods each day plus 4 periods of afternoon physical education activities. Each subject area is allocated an appropriate proportion of timetabled time which is balanced over the two week period. This provides a more settled working environment which is beneficial for the pupils. The structure of timetable and the curriculum model within this structure is reviewed annually by the Deputy Head Curriculum, Headmaster and the Assistant Heads in charge of options and timetable and teaching and learning. Consultation begins in the first term and extends into the second term.

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

In Year 1, all pupils follow a similar curriculum, which includes a total of thirteen subjects. This includes provision of a Personal, Social, Health and Citizenship Education (PSHCE) programme and development of IT skills.

In Year 2 French is introduced as a modern European language and in Year 3 pupils are offered a choice between French, German and Spanish. In Year 2 (Year 8) and 3 (Year 9) a total of 14 subjects are studied.

The pupils study the following courses:

Mathematics

English

Greek or Turkish

Science

Geography

History

French (begins in Year 2 & 3)

Music

Art

Design & Technology

Computing (ICT)

PSHCE

Physical Education (PE)

Religious Instruction/Studies

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

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 (Pupils can select one, two or three Science subjects)

Biology

Chemistry

Physics

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

Economics

Geography

History

GROUP C (Pupils 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.

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

The Sixth Form Curriculum aims to build upon the foundations laid in KS4 (at (I)GCSE).

In Year 6 (or 12) all students study four AS level subjects. This allows pupils to gain knowledge and skills in a broader range of subjects and challenges pupils to reach their full potential. Furthermore, it builds in greater flexibility to make adjustments if there is a change of career direction or if an unexpected result is obtained. Year 6 pupils also study Greek or Turkish (2 periods) and PSHCE (2 periods).

In Year 7 (or 13) pupils can currently choose 3 or 4 A levels. Those pupils choosing a 4 A level programme only study their A level subjects (4x15 periods per week). Those choosing a 3 A level programme also study PSHCE (2 periods), do PE (2 periods) and have 11 periods of private study. These additional courses are offered to broaden the educational experience of the pupils 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:
(2019-20)

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 showed that very few pupils took up and maintained a four A level programme. Consequently from the academic year 2019-2020, all Year 7 pupils will be offered a 3 A level programme. This will enable the school to increase the number of periods per A level subject from 15 to 17 which will allow departments to finish their syllabuses more effectively and to do more past paper practice. Additionally it will allow the school to offer 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. Furthermore, it will allow the teaching of PSHCE across the school, including Year 7.

The majority of 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 Examinations, if they wish to change/ use other exam boards.

SIXTH FORM ENTRANCE REQUIREMENTS- see Parents' and Pupils' Guide to Option Choices for Year 5 or the School Promotion Criteria from Year 5 to 6 which can be found on the School website and in the Parents Handbook.

Information and Complaints Relating to the Curriculum

The school endeavours to provide each pupil with their choice of subjects. However, with timetabling constraints, and subjects not running due to small numbers of pupils opting for them, some further consultation with individuals may be necessary.

- **Small numbers of pupils opting for a subject:** In such cases a "Traffic Light System" is used to decide if a set will be formed or not.
 - **1-6 pupils opting for subject:** Red zone. Number is too low to form a set so subject will not run.
 - **7-11 pupils opting for a subject:** Amber zone. Parents/pupils will be informed that the subject will run, pending the final number of pupils in late August/September. If the

number of pupils opting falls to 6 or less the subject might not run and the pupils will be asked to choose another subject

- **12 and above pupils opting for the subject:** Green zone. Subject will run unless numbers fall to 6 or below in which case the matter will be reviewed.

- **Timetable constraints:** The way in which the timetable is constructed means this rarely occurs. In the event of timetabling clashes, the pupil and their parents will be advised on the best course of action.

If parents have a query or concern regarding curricular provision, they should contact the Assistant Head in charge of Options and Timetabling who will look into the matter. If the issue is not resolved, it should be referred to the Curriculum Planning Committee comprising of the Head Teacher, Deputy Head Curriculum and Assistant Head in charge of Options and Timetabling.

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 in order 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 pupils 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 pupils, 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 pupils
- to operate a just and equitable policy in the appointment and treatment of staff, and in the admissions procedures for pupils
- 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 pupils of the school to the benefit of all concerned.