



## Curriculum Policy

Policy reviewed by: Philippa Mills : September 2017  
Next review date : September 2018

'School' refers to Cambridge International School; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

This policy should be read in conjunction with the 'Assessment' and 'Teaching & Learning' Policies, the 'PSHEE Policy' and schemes of work, and the school document: 'Promoting Fundamental British values at CIS'.

### Curriculum Policy

The curriculum plans provide for experiences which cover linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in accordance with section 8 of the Education Act 1996.

**Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. All students study English as a First or Second Language as appropriate to their situation. All students have access to French, Spanish and Latin in their journey through the school. In addition, they may study Ancient Greek and their own mother tongue. Communication skills, both verbal and written, are an inherent competency developed in all courses.

**Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves. Their knowledge and understanding of mathematics is being developed in a variety of ways, including practical activity, exploration and discussion in mathematics, science, the Humanities and through application of mathematical skills in others areas such as PE and the Arts.

**Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. To this end, all students study all three main science disciplines

through their time at the Senior school and a combined approach to science in the Junior school.

**Technical:** This area seeks to develop, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. This is achieved by the provision of Engineering, Computing and Gardening, many of these skills are essential competencies also taught and experienced through Art and Media.

**Human and social:** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. These key skills and experiences are provided for in History, Geography, Religious Studies and various sections of the Science curriculum. PSHEE and assemblies add to the opportunities for students to experience this aspect of learning.

**Physical:** This area aims to develop the pupils' physical control and co-ordination, as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. All students have time in the week for formal PE lessons. Aspects of health and fitness also form part of the science curriculum. Lessons in mindfulness and yoga add to this area of experience. First Aid is taught in Year 10.

**Aesthetic and creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including Art, Engineering, Computing, Media Studies, Music, Drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Students have access to all these areas of endeavour both within the main curriculum and as extra-curricular activities.

Through all these activities and experiences all students, irrespective of their SEND needs, whether they have a EHC plan or are using English as an additional language, will acquire speaking, listening, literacy and numeracy skills in all phases of their education at CIS.

PSHEE and Careers guidance are an integral part of the students' learning experiences. These are delivered both as named timetable subjects but also through form tutor time, assemblies and visiting speakers. All Students in Year 10 do one week's work experience, which is supported by the school. The PSHEE programme (see separate policy) reflects the school's aim and ethos, encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Careers education for students receiving secondary education which is accurate, up-to-date and is presented in an impartial manner, and enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

At CIS we incorporate the Fundamental British Values within our curriculum: they form part of our expectations of conduct and behaviour and the principles of democracy are exhibited in the election of the School Councillors, as well as the selection of the school's Principal Girl and Boy and other Senior Student posts. As an international school we also place these in the context of other democratic societies, whilst acknowledging the diversity of political, cultural and religious situations that make up our students' global experience. Indeed, the diversity of our students is seen as one of our greatest strengths.

## **Our Principles and Values**

For the school curriculum to provide opportunities for all pupils to learn, achieve and flourish it should:

- provide an unpressurised but challenging and engaging learning environment, based around a child's readiness to learn;
- be broad and enriching in its coverage and scope;
- provide opportunities to experience the enjoyment and stimulation of learning and to make progress;
- enable learners to see learning as an enjoyable lifelong process;
- enable them to make constructive choices throughout their lives in order to achieve economically and personally as responsible global citizens.

**To achieve this:**

1. The curriculum is about the development of the whole person. Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that learners can:
  - show and know success in a variety of ways;
  - develop and maintain positive self-esteem;
  - follow healthy and safe lifestyles;
  - show courtesy, consideration and good humour to others;
  - be constructive, critical members of a global society;
  - articulate their own opinions and needs.
2. All learners are given equality of opportunity in learning by providing a curriculum that meets the needs of every learner in a relevant, flexible and responsive way, so that learners can:
  - take an active part in their own learning in school and want to be lifelong learners;
  - be engaged in making decisions about their own learning;
  - be responsible, honest, caring and confident;
  - use technology effectively, efficiently and ethically as a tool for finding, thinking, making and doing.
3. The school curriculum builds on learners' strengths, interests and experiences both inside and outside school, including those developed by their first educators – their parents and carers, and equips them with the skills to become confident, enthusiastic and effective learners, so that they can:
  - be engaged in making decisions about their own learning in school;
  - communicate effectively;

- take risks, responsibly and creatively;
  - enjoy and achieve;
  - be responsible, honest, caring and confident.
4. Skills and processes are embedded in a wide range of practical, theoretical and creative curriculum opportunities. This will engage learners in problem solving, enquiry and creative thinking, enabling them to become adaptable, responsive and innovative, so that they can:
- communicate effectively;
  - work independently and collaboratively.
5. The curriculum presents learners with new challenges and opportunities. Through experiencing the curriculum in a range of contexts, learners learn to take risks and rise to challenges, so that they can:
- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
  - show initiative, resilience and confidence;
  - take risks, responsibly and creatively.

Key aspects of learning included in the curriculum incorporate – motivation, empathy, social skills, communication, enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, self-awareness and managing feelings.

In any learning experience, learners draw on a range of skills, attitudes and knowledge to develop new understandings and build concepts. These cross-curricular learning skills focus on cognitive and affective aspects of learning and are integral to becoming a lifelong and effective learner.

6. The curriculum focuses on knowledge creation as well as knowledge acquisition. By making connections between different bodies of knowledge, learners create new learning for themselves, so that they can:
- be willing and able to learn new skills;
  - think analytically and develop reasoning and enquiry skills.
7. The curriculum reflects the learners' place in their local community. It gives them opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that they can:
- contribute to the local community both in school and outside;
  - value themselves, their families and others around them;
  - value the diversity in our society and others', and the environment in which we live;
  - participate in decision making and contribute to the community;
  - show courtesy, consideration and good humour to others.

8. The curriculum reflects the learners' place in the global community. It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:
- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
  - enjoy and flourish when at key transition points in their lives;
  - understand the connectedness of their community within the national and global communities;
  - use global resources wisely and contribute to environmental sustainability;
  - recognise their role and responsibilities as members of a global society by understanding their own values and attitudes;
  - recognise the commonness of humanity, transcending national boundaries.

**Our aim is that our learners will...**

### **Values**

value and respect themselves, family and others around them and further afield;

- value diversity in our local and global societies;
- value the environment in which we live;
- show courtesy, consideration and good humour to others;
- recognise roles and responsibilities as members of a global society through understanding their own values and attitudes;
- be responsible, honest, and caring;
- develop and maintain high self-esteem.

### **Enjoyment**

- enjoy and achieve;
- follow a healthy and safe lifestyle;
- be innovative and enterprising;
- cope effectively with change and adversity

### **Thinking skills**

- develop thinking, reasoning and enquiring skills;
- engage in sustained, shared thinking with other learners;
- develop analytical skills;
- think creatively, imaginatively and critically.

### **Decision making**

- be confident to make decisions about their own learning;
- make choices in their day to day learning;

- make decisions which make a positive contribution to the school or local community;
- problem solve;
- be flexible, resourceful and adapt to new situations in a rapidly changing world.

### **Learning opportunities**

- be willing to learn new skills;
- incorporate technology efficiently, for thinking, making and doing;
- be willing to take risks;
- work independently and as a team member;
- show initiative and resilience.

### **Curriculum Delivery**

#### **Teaching and Learning**

- Individualised teaching and learning;
- Flexible and responsive teaching styles;
- Maintaining a stimulating learning environment;
- Promotion of independent, lifelong learning;
- Preparing pupils for their place in society while being aware of the demands made of them, through examinations;
- Assessment of pupil progress to inform teaching, set appropriate targets and track progress.

### **Planning**

The teaching and learning of the curriculum is supported through planning. Planning:

- provides continuity and progression for all;
- promotes an enjoyment of learning and commitment to learning and achieving;
- provides rich and varied learning experiences;
- encourages best possible progress and highest attainment for all pupils;
- enables pupils to make connections across different areas of learning;
- helps pupils to think creatively and solve problems;
- develops pupils' capacity to learn and work independently and collaboratively;

- enables pupils to respond positively to opportunities, challenges and responsibilities;
- enables pupils to acquire and develop a broad range of knowledge, skills and understanding.

## **Curriculum Structure**

### **The School Day**

#### **Infant Timetable:**

Arrive at school: 8.45 am

Morning session: 9.00 am – 12.00 noon

Snack: 10.30 am

Break: 10.45 – 11.00 am

Lunch: 12.00 – 1.00 pm (Please see website for lunch menu)

Afternoon break: 2.30 – 2.50 pm

Afternoon session: 1.00 – 3.15 pm

#### **Junior Timetable:**

Arrive at school: 8.45 am

Morning session: 9.00 am – 12.30 pm

Break: 11.00 – 11.15 am

Lunch: 12.30 – 1.30 pm (Please see website for lunch menu)

Afternoon break: 2.30 – 2.45 pm

Afternoon session: 1.30 – 3.30 pm

#### **Senior Timetable:**

Arrive at school: 8.30 am

Registration: 8.45 am

Morning session: 9 am – 1.15 pm

Break Time: 11.00 – 11.15 am

Lunch: 1.15 – 2.00 pm (Please see website for lunch menu)

Afternoon session: 2.00 – 4 pm

### **Before and After School**

Early morning club runs from 8.00 am

After school club runs Monday – Friday 3.15 – 5.30 pm

Details of Daily Clubs can be found on the website or asking at the school office

## Early Years Curriculum Policy

This policy refers to all of our EYFS and covers all those children who will reach their 5<sup>th</sup> birthday by August 31<sup>st</sup>.

The Early Years curriculum is designed to develop basic and essential skills, knowledge, understanding and attitudes that will be built on as a child progresses through the school. Within a positive, nurturing environment children are able to enjoy their learning and link it to previous experiences. At the core of our practice is the desire to help children develop a love of learning through motivating and purposeful play-based activities. We also aim to empower children to generate their own questions and use their knowledge and skills to find answers.

CIS is exempt from the National Early Years Foundation Stage Framework. However, we currently follow the guidance and curriculum objectives contained within this Framework while we continue to explore and develop the best model of education for the children at CIS.

The Early Years Framework specifies four guiding principles that should shape practice in Early Years settings:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children **develop** and **learn** in different ways and at different rates. The framework covers the education and care of all children in the Early Years provision, including children with special educational needs and disabilities.

Currently, the EYFS curriculum is divided into the three prime areas and then four specific areas, which build on these. The prime areas are:

- Personal Social and Emotional Development, Physical Development, and Communication and Language. The specific areas are: literacy, mathematics, understanding the world (which includes history, geography, science, information and communication technology and elements of religious education), and expressive arts and design (which include art, design and technology, dance and music). The areas overlap considerably and IPC topics are used to help the children to make sense of their learning and to allow them to make links between new ideas and what they already know. Each area of learning is implemented through planned, purposeful play and through a mix of adult led and child-initiated activity. At CIS the curriculum is currently planned around the 'Development Matters' (or learning objectives) in the Early Years Framework and the IPC; we aim for all children to achieve or exceed the 'Early Learning Goals' by the end of the Reception year.

Each child in the EYFS is assigned a key person. In Reception this is the child's class teacher. There is a high adult to child ratio (currently 1:6) with a teacher and teaching assistant in lessons with each class throughout the day. Throughout the day children must usually be within sight, and always within sight or hearing, of staff. A risk assessment is written for all external trips that the children go on, and an appropriate adult to child ratio is agreed. However, for all off-site visits our adult to child ratio is a minimum of 1:6. A member of staff who has a current paediatric first aid certificate will also accompany every EYFS outing.

Children who may need specialist help and assistance are supported by the Early Years coordinator, who assists the EYFS staff with on-going assessments, and the Special Educational Needs coordinator. Our policy is to put in early intervention and to assess needs on an on-going basis. From these discussions, strategies are put in place to support children, which are then reviewed on a regular basis to see if they are being effective. Key strategies are shared with parents who are always informed if any outside assessments or specialist input are required.

Currently, we continue to assess children against the 'Early Learning Goals' of the framework. Children's progress is assessed using a range of strategies, including observation of their independent learning. Progress is reported to parents/carers formally each term through meetings and reports. However, we are always very happy to share a child's development records with their parents/carers at any point in the year and indeed the children very much enjoy sharing their work with their parents/carers. Meanwhile, if parents/carers would like to see any of their child's work or records, they are welcome to ask their child's class teacher.

Early Years Education is concerned with the intellectual, social, emotional, aesthetic and physical development of the child.

Care and education are inseparable. The involvement of parents and the recognition of their key role in children's development are especially important in the education of very young children. The experience of school complements the experience of home.

The curriculum consists of all of those planned and spontaneous learning experiences, which children will have during their time at Cambridge International School. We follow the guidance recommended by the Department for Children, Schools and Families 2012, statutory Framework for the Early Years Foundation Stage, which helps us to plan activities designated to lay secure foundations for each child's future learning. Between the ages 2 and 5 the curriculum is based on the Early Years Foundation Stage.

At Cambridge International School we believe that the seven areas of learning and development depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned purposeful play, with a balance of adult-led and child-initiated activities.

Spanish and Physical Education are delivered to Reception classes by specialised teaching staff, with class teachers providing the teaching education of the other aspects of the curriculum.

### **Infants and Primary**

The English and Mathematics National Curriculum form the basis of the delivery of these core subjects in the Infant and Junior departments.

Science and ICT, together with the foundation subjects, utilise the International Primary Curriculum (IPC) to provide the coverage, progression and structure in these subject areas. The IPC is a thematically based curriculum that promotes student-led learning and creativity in designing its delivery. The opportunity for personalised learning and its inclusion of international mindedness make the programme particularly appropriate for our school. Year groups pair up in sharing the same topics (Years 1 and 2, Years 3 and 4, Years 5 and 6); this facilitates flexibility in grouping pupils and provides for opportunities to nurture relationships within and across year groups. The IPC is planned on a two-year rolling structure to accommodate the pairing of year groups.

Personal, Social, Health and Economic Education is delivered through the Cambridgeshire LEA scheme.

English, Mathematics, IPC and PSHEE are delivered by class teachers. Teachers specific to one or two subjects, referred to as specialist teachers, provide learning in Spanish, Physical Education and Music throughout the Infants and Primary. French is part of the compulsory curriculum for Year 6 and is offered as an optional lunchtime subject for Years 3 – 5. Chinese Mandarin is part of the compulsory curriculum for Years 3 – 5, being offered as an optional subject for Infant classes and Year 6.

The school is an accredited provider of Forest School. The Early Years and Infants integrate this into their learning, making effective and creative use of the school's surroundings in Cherry Hinton Hall Park and in the grounds of our sister school, Holme Court, located in the Scout Camp in Abington.

## **Seniors**

Years 7 – 9 study a broad range of subjects. Languages are a strong element of the curriculum with pupils studying up to three (in addition to their mother tongue in relevant cases) – Spanish, French and Latin. Latin is a 'taster' subject in Year 7 for the first term, with pupils then deciding whether to continue with it or to study Classics, incorporating a chance to learn some Ancient Greek.

Pupils with a foreign language sit the relevant I/GCSE in that language when they are considered ready to do so. This is usually in Year 9 but can be sooner for stronger candidates. The language department ensures the preparation of the pupils for the exams.

In addition to the timetabled compulsory subjects, pupils in Years 7 and 8 choose electives each term. In Year 9 the electives run in half-year blocks. The electives are designed to give pupils opportunities to broaden their learning experience and provide new areas to try. Students may not repeat an elective option within a given year.

Mathematics is taught in ability groups from Year 7, and there is the opportunity to move between groups.

Science is set into ability groups from the start of KS4. Students have the opportunity to study science as a combined course for 1 IGCSE, a coordinated course for a double IGCSE or for the most able and keener scientists all three as separate subjects.

Where possible teachers prepare pupils returning to their home country through teaching elements of their respective curricular. The school is also keen to support pupils joining part way through the I/GCSE years who have been following a different syllabus and, where possible, tailors their learning to successfully complete their studies and to sit the relevant exams.

## **Years 10 and 11 study GCSEs. IGCSEs and, for a few, Functional Skills.**

All students must attend lessons in Physical Education throughout the 5 years of Senior School.

All students study Personal, Social, Health and Economic Education during their Senior school (please see the separate PSHEE policy).

In all sections of the School – Early Years, Infants, Primary and Seniors - parents have a legal right to withdraw their children from any lessons in Science, PSHEE or other subjects that cover any aspect of Sex Education or Religious Education. Details of both these aspects of teaching are communicated to parents in the termly outlines and should a parent wish to exercise these rights they should inform the Principal of Seniors in writing. Where a lesson or sequence of lessons contains sex education content the parents are informed by e-mail that this will be happening and with a brief outline of the work to be covered. At this time they are also reminded of their rights and asked to contact the class teacher, HoD or Principal of School if they have any concerns.

### **Curriculum Enrichment**

Trips (both day and residential), guest speakers and a range of other providers are used extensively to support and enrich the learning experiences of pupils in all phases of the school. They are seen as invaluable in the pupils' development.

### **English as an Additional Language**

In an international environment, some of our children come to school with little or no English. CIS is committed to helping pupils for whom English is not a first language, in order that they can make the most of their time at the school, both inside and outside the classroom. Our English as an Additional Language (EAL) programme allows pupils to acquire the skills they need to communicate effectively in English.

EAL lessons are provided for pupils from different language backgrounds who have limited or no experience of using English as a means for learning. The aim of these lessons is to allow pupils to develop their reading, writing, listening, speaking and study skills to levels, which enable them to communicate more confidently, participate fully in class and succeed within the mainstream curriculum. Support is also given for homework and class assessments across the different subject areas (specifically for History, Science, Geography, and most language-based subjects), along with assistance in preparation for tests and exams.

Pupils are grouped according to their age and language ability and normally have one EAL lesson per week; often in small groups, if appropriate. Care is taken to ensure that they do not miss out on core subjects. Where assessments carried out by the EAL team suggest that more than one lesson per week would be of benefit to the student's development, the school will contact the parents to advise them of this and discuss the current additional fees associated with these extra lessons. Only the first EAL lesson per week is included in the fees as standard.

### **Special Educational Needs**

Children with SEND are supported in a number of ways.

Our Learning Support Assistants are employed to either support a specifically statemented child or to support small groups of children within a classroom.

We also employ specialist teachers to come in and support children's learning, in a 1:1 session, during the school day. These 1:1 sessions are paid for by the parents or by the Local Education Authority, if the child has a statement of special needs.

Our classroom teachers are all aware of any children with IEPs. Teachers differentiate their lessons to ensure that they are inclusive and accessible for every child in the class, regardless of their needs. Provision maps are reviewed on a termly basis.

The school's SENCO also offers 1:1 support to some children at an additional cost. Their progress is recorded using a communication book and feedback sheets. The communication book is sent home each day with a record of what has been covered during the 1:1 session. Parents can also use this book as a way of communicating with the SENCO. Any feedback recorded by the SENCO is sent on to teachers, so that they are aware of the work being carried out, and areas of further weakness or achievements.

Students in Senior School sit either MidYIS or YELLIS test in KS3 or 4, as appropriate. The results of these are considered by the SENCO and the Principal of Seniors to determine if any student may have additional support needs or exam access arrangements needs that have thus far been unidentified. Where there is a possible need, further internal diagnostic tests are used. If these confirm the identification of need parents are contacted and appropriate actions, including external exam access assessments, are conducted in agreement with the parents and the student.

All information relating to cognitive profiles, EAL and SEND are highlighted in the Senior school's Student Core Data file on *OneDrive*.

### **Gifted and Talented**

All children have personal qualities, special talents and capabilities, which parents and teachers seek to identify, nurture and develop. An individual's gift or talent may be displayed within the regular curriculum, in a particular area of study, or it may cover a broader aspect of ability, such as leadership or creativity.

Every class teacher will have identified those children who are considered to be more able than their peers, using school assessments (especially from Year 2 onwards, and end-of-year assessments) and classroom observations, background knowledge and any other relevant reports. Rather than using this information to label these pupils, we use it to ensure effective and suitable provision of work, to ensure appropriate pace, rigour and challenge. We consider it important that pupils are reassessed regularly so that individuals are not inappropriately pigeonholed into a single group for their entire school career.

We consider it important to differentiate the work that is provided for children, in order to meet the needs of, and to challenge children in lessons, whatever their level of ability. The organisation of lessons allows for class teaching that meets individual needs and provides for differentiated group and independent work. Within lessons, able pupils are given direct teaching and opportunities to work with their peers. Lessons involving particularly able pupils are based on the principle of inclusive whole class and group teaching.

The school aims to ensure that there are enrichment opportunities that can stretch the more able or the gifted in the school, but at the same time we consider that the provision of activities which are exclusive rather than inclusive to be contrary to the aims and ethos of the school. Thus, although we may direct or encourage certain individuals to engage in specific enrichment activities, we do not exclude others who, whatever their level of ability, express an interest in extending their skills, knowledge or talents in any field of endeavour.

### **Mother Tongue**

We offer an extensive Mother Tongue (MT) programme to pupils whose home language is not English, and who wish to maintain the fluency of their mother tongue while they are in the UK.

Children who have a solid foundation in their MT develop stronger literacy abilities in the school language. Research is also very clear about the importance of bilingual children's MT for their overall personal and educational development, as well as maintaining their ability to communicate with friends and family back in their home country.

Mother Tongue Lessons are taught by qualified native speaker teachers in the child's home language. The lessons mainly focus on the development of speaking, listening, reading and writing, and at a higher level will include teaching of grammatical structures and literature too. Currently we have a team of MT teachers for Arabic, French, German, Spanish, Chinese, Italian, Dutch, Swedish, Slovenian and Norwegian, but the languages vary from year to year according to demand and our ability to meet it through available specialists.

Pupils are grouped according to their age and language ability and normally have two Mother Tongue lessons per week, often in small groups, if appropriate. As with EAL lessons, care is taken to ensure that they do not miss out on core subjects, but this is not always possible, but this would be done only with the agreement and understanding of the parents or guardians.

### **Assessment and Recording**

The effectiveness of the Policy is assessed overall by the Principal, Principals of School and Principals of Departments, but all staff have a duty to ensure the curriculum is taught and that the aims are achieved for each child in each class.

The Principal of School ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

### **Reporting**

Parents are kept informed through Parents' Evenings, interim reports and a formal written report at the end of the year.

Communication with parents across the school is undertaken in a variety of ways, through phone, e-mail, School Post, letters, website and discussion with parents at drop-off and pick-up. In the Senior School all students have a homework diary to communicate the work set by teachers to be completed outside of class time. Parents are asked to look at this on at least a weekly basis.

### **Monitoring**

The school has curriculum groups, which have responsibility for monitoring their subject across all departments. The Principal, the Principals of School and Principals of Departments have responsibility for monitoring the whole curriculum and how it needs developing to cater for all needs.

The Principal has overall responsibility for monitoring the curriculum taught and its effectiveness.