Whole School Curriculum Policy

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KING'S COLLEGE SCHOOL
PANAMA

An inspired School

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Executive Summary - Whole-School Curriculum Policy
June 2025

At King's College School Panama, we deliver a unified, rigorous and values-driven curriculum from EYFS to IBDP that reflects the highest standards of British international education while embracing global and local relevance. Rooted in the UK National Curriculum and enhanced by Inspired Education's academic pillars, our curriculum ensures deep learning, inclusion, character development and future readiness for every learner.

Strategic Curriculum Intent

- A spiral, knowledge-rich curriculum built on disciplinary and procedural progression
- Embeds the King's Way of Teaching (Rosenshine, I Do–We Do–You Do Model, cognitive science)
- Seamless EYFS–IBDP journey focused on academic excellence, metacognition and learner agency
- Explicit teaching of British values and preparation for life in British society
- Integration of Panamanian culture, UNESCO sustainability goals and IB Learner Profile.

Implementation Excellence

- EYFS with Reggio Emilia approach; Primary and KS3 mapped to UK NC; IGCSE and IBDP for depth and global recognition
- Adaptive, high-impact teaching with structured planning and retrieval-based learning routines
- AI-enhanced learning, Canvas and Inspired Global Study Platform drive personalisation and engagement
- Interdisciplinary learning, bilingual provision and character education embedded at all levels
- Annual Subject Review cycle (see Appendix D) ensures strategic oversight and continuous improvement.

Assessment & Impact

- Triangulated system: cycle testing, formative feedback, student work analysis and lesson evaluation
- External benchmarking (CAT4, PTE, IGCSE, IBDP) supports ambitious progress tracking
- Real-time parental access via iSAMS; consistent and transparent reporting framework
- Impact defined not only by outcomes, but by student confidence, independence and leadership.

Inclusion & Enrichment

- Tiered support for SEND and EAL, with personalised pathways and rigorous monitoring
- Stretch and challenge through supra-curricular tasks, competitions and academic mentoring
- PSHE, oracy, debate and global citizenship initiatives shape confident, ethical graduates
- Co-curricular programme includes MUN, Duke of Edinburgh and interdisciplinary curiosity projects.

Governance & Quality Assurance

- Fully aligned with BSO Part 1: Quality of Education, Inspired Scorecard and MEDUCA
- Curriculum policy supported by Appendices A–D (delivery, booklets, assessment and review)
- Curriculum monitoring led by SLT and HoDs, with structured student voice and parental feedback
- Annual update cycle ensures responsiveness, rigour and excellence at every level.

Our graduates are principled, curious and globally competent learners, equipped with the leadership, confidence and character to thrive in life and make a purposeful impact in the world.

1.0 Purpose & Scope

King's College School Panama delivers a unified and coherent curriculum from the Early Years Foundation Stage (EYFS) through to the International Baccalaureate Diploma Programme (IBDP), offering every student a rigorous, inclusive and globally-minded educational journey. As a British international school and a proud member of the Inspired Education Group, we combine the structure of the UK National Curriculum with international best practice and local relevance.

This policy sets out the whole-school curriculum vision, design principles and implementation expectations of King's College School Panama.

It ensures:

- Full compliance with BSO Part 1: Quality of Education standards, including the principles of intent, implementation and impact
- Alignment with Inspired Education frameworks, including academic pillar expectations (rigour, engagement and global competence) and Inspired AI integration.
- Adherence to Panamanian MEDUCA requirements, including compulsory subjects and bilingual expectations.
- Delivery of the King's Way, embedding academic rigour, inclusive excellence and global citizenship across all phases and subjects.

This policy is underpinned by a shared philosophy of learning where we believe learning should be challenging, relevant and joyful. We are committed to cultivating curious, principled and independent learners through a culture of high expectations, research-informed teaching and strong relationships. We value not only what students learn, but how they learn and who they become in the process.

Our curriculum blends:

- The UK National Curriculum spine across Primary and Key Stage 3
- Rosenshine's Principles of Instruction and cognitive science models to embed deep learning through high-quality explanation, modelling and practice
- Reggio Emilia influences in the EYFS to foster agency, curiosity and confidence from the earliest years.
- At post-16, the school delivers the IB Diploma Programme, which fosters intellectual curiosity, global citizenship and academic depth in preparation for university and life beyond school.

As a British school overseas, we are proud to uphold the values and traditions of British education, not only through curriculum structure and qualifications, but also through the ethos, relationships and expectations that underpin life at King's.

This policy is supported by the following core documents:

- Appendix A: Curriculum Delivery Overview (Primary & Secondary)
- Appendix B: Sample Curriculum Booklets (Years 1, 6, 9, 12)
- Appendix C: Assessment and Reporting Framework
- Appendix D: Annual Subject Review and Planning Schedule.

All appendices are reviewed annually and stored on the Global Study Platform (GSP) within the Curriculum Hub.

2.0 Curriculum Intent

At King's College School Panama, our curriculum is intentionally designed to cultivate high attainment, strong character and a global perspective. From EYFS to IBDP, students follow a connected and ambitious journey in which knowledge and skills are carefully sequenced to build deep understanding, metacognitive awareness and long-term success.

The curriculum is underpinned by six foundational principles:

- **Rigour and Mastery:** A spiral, knowledge-rich curriculum ensures that disciplinary and procedural knowledge builds cumulatively across each key stage. Subject content is explicitly taught, retrieved and applied through high-impact instructional strategies grounded in evidence-based practice.
- **Vertical and Horizontal Coherence:** Learning is deliberately structured to make meaningful connections across time and subjects. Key concepts and vocabulary are revisited, deepened and applied in new contexts to embed understanding and promote transdisciplinary thinking.
- **High Expectations and Inclusive Access:** All students are supported and challenged to meet ambitious academic goals. Adaptive teaching, scaffolding and extension activities are embedded to ensure every learner, including those with SEND, EAL, or exceptional ability, can thrive.
- **Global and Local Relevance:** We enrich the curriculum with Panamanian culture, environmental education and Inspired global projects, while embedding IB values and UNESCO sustainability goals. This prepares students to think globally and act locally with empathy, agency and responsibility.
- **Learner Agency and Character Development:** Through structured opportunities for leadership, voice, reflection and collaboration, we develop confident, principled and independent learners. The King's Way values are lived across the curriculum, shaping both personal growth and community contribution.
- **Alignment with Inspired Excellence:** Our curriculum reflects Inspired's vision of educational excellence, blending academic rigour with innovation. AI tools, collaborative moderation and shared success criteria ensure consistency, ambition and group-wide accountability.

In line with our status as a British international school, we also embed the teaching of British values, democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, across the curriculum and wider school life, preparing students for life in British society and the global community.

Alongside academic success, we place a strong emphasis on character education. Traits such as resilience, empathy, curiosity and integrity are fostered through subject content, PSHE, co-curricular experiences and school culture. IB Learner Profile attributes and ATL skills are mapped across the school to ensure that students not only learn well, but live well.

These principles shape every subject, phase and learning experience, enabling students to achieve exceptional academic outcomes, develop strong character and graduate equipped to thrive in a complex and interconnected world.

They also inform how we teach, assess and support each learner throughout their journey at King's. The following sections set out how this intent is brought to life through implementation, assessment, inclusion, innovation and strategic review.

3.0 Curriculum Implementation – Phase Overview

Phase	Curriculum	Key Features of Implementation
EYFS (Pre-Nursery to Reception)	EYFS Framework with Reggio Emilia influences	Child-led learning through provocations, play-based inquiry and continuous provision. Daily Read Write Inc phonics and White Rose Maths mastery sessions ensure early foundational literacy and numeracy. Specialist sessions in PE, music, drama and Forest Fun enrich the curriculum. Characteristics of effective learning are tracked to inform next steps.
Primary (Years 1–6)	UK National Curriculum enhanced with Panamanian cultural strands	Curriculum Booklets outline sequenced learning by unit and day, including "To Knows," vocabulary and assessment checkpoints. Teaching aligns with evidence-informed pedagogy (e.g. Rosenshine). Mastery Maths, knowledge-rich humanities and explicit instruction of subject-specific vocabulary support cumulative knowledge building. Daily English and Maths; specialist teaching in PE, music, art and Spanish.
Lower Secondary (Years 7–9)	UK Key Stage 3 curriculum and MEDUCA Social Studies	Mixed-ability model with stretch and scaffold strategies. White Rose Maths and subject schemes include disciplinary and substantive knowledge. Students access dual-language tracks (Spanish/French). The Middle School Programme embeds oracy, metacognition, digital fluency and personal development. Interleaved assessment supports long-term retention.
IGCSE (Years 10–11)	Cambridge & Pearson IGCSE syllabi	Students typically follow 9–10 subjects across structured option blocks to ensure breadth and aspiration. Rigorous curriculum mapping and medium-term plans promote consistency and high expectations. Core subjects follow mastery models; Humanities and Science include frequent retrieval and synoptic thinking. Internal cycle tests, mocks and external benchmarking are used to inform teaching.
IBDP (Years 12–13)	Full IBDP (18 subjects across 6 groups)	Delivery of TOK, EE and CAS is fully integrated and supported through weekly academic tutorials. All subjects use planning documents that align with IB programme requirements, approaches to teaching and learning, and subject assessment requirements. University preparation is embedded through tailored guidance and subject-specific stretch activities. Curriculum planning reflects the IB approaches to teaching and learning and the requirements of the Diploma Programme.

Cross-phase coherence is ensured through shared pedagogical approaches, aligned assessment frameworks and structured handover protocols between phases. Specialist teaching and enrichment (including RAD outdoor education, drama and swimming) are fully integrated.

4.0 Curriculum Design and Pedagogical Model

At King's College School Panama, our curriculum is designed with precision and intent, rooted in world-class instructional research and aligned to the standards of Inspired Education, BSO and MEDUCA. We deliver a knowledge-rich, skills-progressive curriculum that supports both academic excellence and holistic development.

4.1 The King's Way of Teaching

Teaching and learning at King's is driven by our unified instructional framework, The King's Way of Teaching, which is grounded in:

- Rosenshine's Principles of Instruction
- The I Do – We Do – You Do model
- The Great Teaching Toolkit (Evidence Based Education)
- Cognitive science and educational psychology, including Dan Willingham, Ron Berger and Shimamura's MARGE model
- Our non-negotiable instructional routines include daily review, retrieval, explicit teaching and responsive feedback.

This approach is embedded across the school to ensure:

- Clear teacher modelling using visualisers and worked examples
- Structured guided practice with gradually released scaffolding
- Independent application focused on "hard thinking"
- Retrieval practice to secure long-term memory
- Consistency across classrooms to reduce cognitive load
- Formative assessment embedded in all lessons to close gaps in real time.

All staff are trained in this model through our Teaching Playbook and weekly coaching cycles. Middle leaders are responsible for instructional fidelity through learning walks, planning clinics and joint observations.

4.2 Knowledge-Rich and Progressively Sequenced Curriculum

Curriculum planning is based on a spiral and cumulative model, with the following principles applied across all subjects:

- Substantive knowledge: Core facts, concepts and content to be mastered
- Disciplinary knowledge: The methods of thinking and enquiry unique to each subject
- Vertical alignment: Clear progression from EYFS through to IGCSE and IBDP outcomes
- Horizontal coherence: Cross-curricular links and shared thematic threads to deepen understanding.

In Primary, each year group has Curriculum Booklets that sequence daily learning, specify vocabulary and embed assessment. In Secondary, departments define end-of-year learning expectations and backwards-plan from external qualification standards.

Every unit of work is underpinned by subject-specific pedagogical content knowledge and is planned to maximise engagement, cognitive challenge and knowledge retention.

4.3 Instructional Coherence and Unit Design

Each Unit of Learning follows a standardised format, which includes:

- Core declarative and procedural knowledge
- Key vocabulary and sentence structures
- Sequenced lessons aligned to “I Do – We Do – You Do”
- Opportunities for spaced retrieval and low-stakes assessment
- Embedded formative and summative assessment checkpoints
- Clear links to prior and future learning.

We deliberately design each unit with the “hard thinking” in mind, using structured frameworks to promote depth, challenge and mastery. The curriculum builds schema systematically across time and is adapted as needed for learner needs while maintaining high expectations.

4.4 Interdisciplinary Learning Integration

At King’s College School Panama, we believe that learning is most impactful when students can make meaningful connections between disciplines. Our curriculum is therefore evolving to embed structured opportunities for interdisciplinary learning that complement our spiral design and deepen conceptual understanding across subjects.

Interdisciplinary Project Weeks

Specific periods in the academic calendar will be designated for cross-curricular projects that challenge students to draw on knowledge and skills from multiple disciplines. These projects will be thematically linked to real-world issues, global challenges, or sustainability goals and will culminate in authentic outcomes such as presentations, exhibitions, or service initiatives.

Collaborative Planning and Delivery

Teachers will be encouraged to co-plan and co-teach units that promote disciplinary integration, with a focus on concept transfer, inquiry skills and problem-solving. Planning frameworks and time will be allocated to support joint curriculum mapping and interdisciplinary unit design across subjects and phases.

Progression and Assessment

Interdisciplinary learning will be deliberately scaffolded across year groups, with clear progression in students’ ability to synthesise and apply knowledge. Assessment will focus on conceptual understanding, critical thinking and real-world relevance, in line with our approach to deep learning and metacognition.

4.5 Digital Integration and Adaptive Technology

Technology enhances, rather than replaces, high-quality teaching at King’s. All teachers use:
- The Inspired Global Study Platform (GSP), integrated with Canvas
- Inspired AI for targeted retrieval and personalised practice
- Formative tracking tools to monitor engagement and progress.

Digital platforms are embedded in planning, not bolted on and used to reinforce retrieval, independent study and flipped learning. Teachers receive CPD on technology-enhanced pedagogy and digital expectations are mapped across year groups.

4.6 Measuring Curriculum Impact

The impact of our curriculum is assessed through a triangulated approach:

- Internal and external assessment outcomes (CAT 4, CEM, IGCSE, IBDP)
- Student work scrutiny and moderation using standardised exemplars
- Live lesson evaluations and coaching notes
- Termly subject and phase reviews to evaluate curriculum depth and coverage.

4.7 Multilingualism and Bilingual Development

As a bilingual international school, we value linguistic diversity as a driver of cognitive development, cultural identity and global citizenship:

- English is the primary language of instruction, with structured Spanish provision across all phases.
- Language learning is scaffolded through explicit vocabulary instruction, dual-language tasks and subject-specific language objectives.
- EAL and native Spanish learners are supported through differentiated pathways to achieve biliteracy and fluency in both languages.

We celebrate the multilingualism of our community and promote linguistic pride and confidence at every level.

We define successful impact not only by test scores, but by student confidence, independence, cultural capital and readiness for global citizenship. Our approach secures deep learning, transferable skills and excellent outcomes at every phase.

4.8 Continuous Professional Development (CPD)

At King's College School Panama, we recognise that the quality of teaching is the single most important driver of student achievement. We are therefore committed to providing robust, ongoing professional development that keeps our educators at the forefront of pedagogical innovation and curriculum delivery.

Regular CPD Workshops

All staff engage in a structured CPD calendar that includes workshops on high-impact instructional strategies, assessment for learning, cognitive science and educational technology. Sessions are informed by Inspired Education's global priorities and adapted to local needs, ensuring both consistency of standards and contextual relevance.

Professional Learning Communities (PLCs)

We are establishing professional learning communities across phases and subjects, creating collaborative forums for teachers to reflect on practice, trial new approaches and engage in action research. These PLCs contribute directly to school improvement, curriculum development and professional growth.

Personalised Professional Pathways

In line with Inspired's talent development model, staff have access to differentiated professional learning, including instructional coaching, peer observation and leadership development. Appraisal and career planning are closely linked to our pedagogical vision and student outcomes.

This culture of professional excellence ensures that our curriculum is not only well-conceived but expertly delivered. It underpins high expectations in every classroom and enables our students to benefit from outstanding teaching throughout their learning journey.

5.0 Assessment & Reporting

Assessment at King's College School Panama is integrated, purposeful and impactful, ensuring that every pupil is known, every outcome is tracked and every learning gap is addressed. We use a triangulated approach, drawing on data, lesson observations and work scrutiny, to guide planning, improve outcomes and raise aspirations across all phases.

5.1 Principles of Assessment

Assessment at King's is designed to:

- Secure high levels of progress for all students over time
- Provide timely and meaningful feedback to guide next steps
- Inform targeted intervention, curriculum refinement and staff development
- Promote pupil agency and metacognition, enabling learners to understand their progress and how to improve.

We operate with a dual lens: ensuring pupils master knowledge and skills and can apply them in a range of contexts and maintaining accountability and ambition through robust data analysis.

5.2 Baseline and Benchmarking

To inform early identification and long-term tracking, the following baseline assessments are used:

- CAT4 administered in Years 3, 7, 10 and 12 to assess cognitive potential
- PTE/PTM assessments used annually in Primary and Key Stage 3 to track reading and maths attainment against UK norms
- Phonics screening and White Rose Maths checks conducted in EYFS and KS1 to monitor core fluency
- These are used in conjunction with teacher judgment and observational data to establish individual learner profiles.

5.3 Formative Assessment and Cycle Testing

- Formative assessment is embedded in every lesson through questioning, feedback, retrieval activities and live marking
- Cycle tests are scheduled every 6–8 weeks for Years 5–13, primarily on Tuesdays, to assess recent learning and inform both pupil targets and curriculum pacing
- Each test is followed by a dedicated feedback and reflection lesson, ensuring that assessment directly informs learning.

5.4 Internal Examinations

- End-of-year assessments take place across all phases to assess cumulative knowledge and progression
- Mock examinations are conducted for Years 10–13 in line with IGCSE and IBDP standards to build exam resilience and inform predicted grades.

Exams are designed to be developmentally appropriate, standardised across subjects and moderated for consistency.

5.5 Reporting to Families

We value strong home–school partnerships and our reporting structure ensures clarity, transparency and impact.
Three reports are issued annually:

- Mid-year snapshot focusing on effort and attainment
- Termly academic report with personalised comments and target grades
- End-of-year summary with attainment data, progress commentary and pastoral input
- Three parent–teacher conferences are scheduled per year, with translation services available if required
- Parents have real-time access to academic progress via live gradebooks through iSAMS.

We use clear, common assessment language across all phases to support parental understanding.

5.6 Triangulation and Follow-up

Assessment data is triangulated termly through:

- Pupil progress meetings
- Learning walks and book scrutiny
- Standardised internal data reviews
- Phase and subject self-evaluations.

This informs:

- Targeted interventions at pupil, class and cohort levels
- Curriculum refinement
- Staff coaching priorities and CPD planning
- Strategic decisions at SLT and governance level.

This rigorous, reflective cycle ensures that assessment is not a standalone act, but a central engine for excellence.

6.0 Inclusion & Personalisation

At King's College School Panama, we are committed to ensuring that every student, regardless of background, ability, or need, can access and succeed within a rich, ambitious and meaningful curriculum. Our approach to inclusion is driven by a belief in equity through excellence, underpinned by adaptive teaching, early identification and robust support systems.

6.1 Adaptive Teaching as First Quality Response

Teachers plan proactively to meet the needs of all learners through high-quality, adaptive teaching strategies. This includes:

- Designing tasks with the most ambitious learning outcomes in mind, then scaffolding down to remove barriers
- Embedding supports such as vocabulary frames, chunked texts, manipulatives, dual coding and sentence stems
- Using formative assessment to adjust instruction in real time and address misconceptions promptly.

6.2 SEND and EAL Provision

Our inclusive approach follows a graduated response model, fully aligned with BSO and Inspired expectations. Provision includes:

- Tier 1: Universal support in the classroom through adaptive teaching
- Tier 2: Targeted support via small group interventions or in-class co-teaching
- Tier 3: Individualised provision through Personal Learning Plans (PLPs), based on diagnostic assessments and termly reviews
- EAL students benefit from integrated language objectives embedded within each unit, supported by specialist input and progress tracking tools.

All staff receive annual CPD in SEND and EAL strategies, with additional coaching available through our Inclusion Leads.

6.3 Challenge and Stretch for High Attainers

We believe that inclusion also means pushing the most able learners to achieve at the highest levels. Provision includes:

- Enrichment opportunities such as NRICH Maths, extended reading pathways and project-based learning
- Entry into external competitions, leadership roles and academic mentoring
- Supra-curricular extensions embedded in curriculum booklets, designed to develop critical thinking and depth of understanding.

6.4 Monitoring and Quality Assurance

Inclusion is a shared responsibility across all phases and departments. Impact is monitored through:

- Student progress reviews triangulating data, work scrutiny and lesson observation
- Learning walks focused on differentiation, scaffolding and challenge
- Termly SEND/EAL progress updates led by the Inclusion Team.

This inclusive, personalised approach ensures that all students at King's College School Panama thrive within a culture of high expectations, compassion and academic ambition.

7.0 Literacy, Numeracy & Core Skills

At King's College School Panama, we believe that secure foundations in literacy, numeracy and oracy are essential for academic success, equity of access and life beyond school. These core competencies are systematically developed across all phases and subjects, integrated into curriculum planning and daily teaching practice.

7.1 Literacy Across the Curriculum

We adopt a disciplinary literacy approach, ensuring that every teacher is a teacher of language, vocabulary and comprehension. Our whole-school strategy includes:

- Unit-specific vocabulary banks embedded in all curriculum booklets, highlighting tier 2 and 3 language
- Full-sentence verbal and written response routines, supported by sentence stems and oracy scaffolds
- Daily reading sessions in Primary, including guided, shared and independent reading using diverse, high-quality texts
- Reciprocal reading and questioning strategies explicitly taught and modelled across subjects in Years 5–9

- Literacy intervention programmes delivered through the Inclusion Team for identified students.

7.2 Numeracy Across the Curriculum

Mathematical fluency, reasoning and problem-solving are built through:

- Full implementation of the White Rose Maths mastery curriculum from EYFS to Year 9, with daily review, modelled strategies and cumulative practice
- Numeracy progression maps used in Science, Geography, Economics and Design Technology, making cross-curricular links explicit
- Curriculum planning that includes graph interpretation, data analysis, scale, proportion and estimation in non-Maths subjects
- Diagnostic assessment tools and targeted support for students below age-related expectations.

7.3 Oracy, Debate & Communication

We prioritise oracy as both a learning tool and an essential life skill. Provision includes:

- Deliberate oracy planning across units, using the Voice 21 framework and talk structures
- Public speaking, performance and drama are embedded in the curriculum from Years 1 to 9, culminating in student-led showcases
- Structured debate programmes, including internal debate cycles and external participation in Model United Nations (MUN) and public speaking competitions
- Assessment rubrics for oracy incorporated into English, Humanities and Global Politics.

7.4 Digital & Metacognitive Fluency

Core skills also include metacognition and digital literacy:

- Students are taught to reflect on their learning through structured self-assessment, journaling and use of metacognitive prompts
- From Year 4 upwards, digital literacy is built via integrated use of the Global Study Platform (GSP), Canvas and online collaborative tools.

This consistent, whole-school approach ensures that every child leaves King's College School Panama equipped with the core skills needed to thrive academically, communicate confidently and think critically.

8.0 Homework & Independent Learning

At King's College School Panama, homework and independent study are designed to reinforce classroom learning, build self-regulation and extend thinking beyond the taught curriculum. Our approach balances consistency, purpose and challenge across all phases.

8.1 Homework Principles

Homework is:

- Planned, purposeful and progressive, with clear links to curriculum content and assessment objectives
- Phase-appropriate, building independence from the earliest years through structured routines and increasing responsibility
- Communicated in advance, with year-group schedules published in student handbooks and through the iSAMS parent portal.

Homework is timetabled to avoid overload, foster deep thinking and allow students to consolidate key knowledge and skills. Tasks typically include:

- Retrieval practice
- Consolidation of classwork
- Pre-reading and research
- Creative and extended writing
- Self-assessment and reflection.

8.2 Digital Platforms

We leverage digital platforms to personalise independent learning and increase accessibility:

- Inspired AI is used across Years 2–11 to offer adaptive retrieval and practice tasks tailored to individual needs and pace
- Oxford Owl supports phonics and reading fluency at home in EYFS and Key Stage 1
- Seesaw enables home-school feedback loops and showcases early independent learning in Lower Primary
- Canvas is the core platform for homework distribution, submission and feedback in Secondary, integrated with GSP learning materials.

These tools are introduced incrementally across year groups and supported through digital literacy workshops for students and families.

8.3 Extended Learning & Curiosity Projects

In addition to regular homework:

- Holiday tasks and termly curiosity challenges are set to nurture supra-curricular exploration, such as STEM projects, creative writing, global citizenship inquiries and inter-disciplinary themes
- Students are encouraged to read widely and pursue personal interests, with reading challenges and suggested enrichment lists shared through libraries and tutor time.

8.4 Monitoring & Feedback

- Homework is reviewed as part of subject and year-level reviews, with frequency, quality and impact tracked through work scrutiny and student voice
- Feedback is timely, actionable and may take multiple forms, including live marking, audio notes, self/peer assessment and whole-class feedback sessions
- This structured and flexible approach to independent learning ensures students develop the habits of curiosity, ownership and perseverance that prepare them for lifelong success.

9.0 Digital Innovation

At King's College School Panama, digital innovation is not an add-on but a strategic pillar of curriculum implementation. Our use of technology enhances access, personalisation and engagement, supporting high academic performance and future-ready skill development across all phases.

9.1 Digital Learning Ecosystem

We leverage a coherent, high-impact digital infrastructure across the school:

- Global Study Platform (GSP): Hosts curriculum documentation, professional development, assessment schedules and subject-specific exemplars. Teachers access and collaborate on planning materials, supporting consistency and excellence
- Canvas LMS: The central platform for students and families to access lesson resources, submit assignments, receive feedback and communicate with teachers
- iSAMS: Integrates pastoral, academic and assessment data to provide a single source of truth for tracking student progress.

All platforms are embedded into lesson routines and supported through training for staff, students and parents.

9.2 Inspired AI & Adaptive Learning

We are at the forefront of Inspired's digital education model:

- Inspired AI is used in Maths, Science, PE and Geography across Years 2–11. The system offers adaptive, spaced-retrieval tasks based on individual learner performance, ensuring practice is tailored and impactful
- Teachers receive real-time data analytics to inform responsive teaching and targeted intervention
- AI-generated tasks are linked to the formal curriculum, supporting both consolidation and extension.

9.3 Metaverse and Extended Reality

Immersive and extended-reality technologies are used selectively to enhance curriculum delivery where they offer clear educational value.

- Virtual Reality experiences are integrated into selected lessons and units, including Science, Humanities and Languages, to give students access to environments, simulations and experiences that would otherwise be difficult or impossible to recreate in school.
- These technologies are used to deepen conceptual understanding, strengthen engagement and support purposeful application of knowledge.
- Immersive technology complements, rather than replaces, high-quality teaching, discussion, practical work and direct interaction.

9.4 Digital Citizenship and Ethics

Our digital curriculum includes explicit teaching of:

- Online safety and digital wellbeing through PSHE and computing
- Information literacy and responsible online research
- AI ethics, data privacy and the digital future.

This ensures students are not only competent users of technology but also ethical, discerning and critical thinkers in an increasingly digital world.

10.0 Curriculum Monitoring & Review

At King's College School Panama, curriculum quality is not left to chance, it is actively monitored, quality-assured and refined through a strategic, data-informed cycle. This ensures coherence, consistency and continuous improvement across all phases and subjects.

10.1 Strategic Monitoring Framework

Activity	Frequen	Led By	Purpose
Learning Walks & Instructional Coaching	Weekly	SLT / Heads of Section	Evaluate implementation fidelity; coach for pedagogy aligned to King's Way
Book Looks & Planning Scrutiny	Half-termly	Subject Leaders	Ensure curriculum coverage, progression, vocabulary and challenge
Deep Dives (BSO-style)	Termly	Heads of Primary / Secondary	Holistic reviews combining planning, lesson visits, pupil work and voice
Stakeholder Voice (Students, Parents, Staff)	Monthly	Head of School	Collect qualitative insights to inform responsiveness and relevance
Annual Curriculum Review & Policy Update	May	SLT	Evaluate curriculum impact and approve next cycle of Appendices A–C.

All monitoring tools are aligned with Inspired Education's academic expectations and the BSO Quality of Education standards.

10.2 Driving Improvement Through Data

- Curriculum evaluations are triangulated with assessment outcomes, observation evidence and stakeholder voice
- Emerging themes are fed directly into CPD planning, subject development plans and line management dialogues.
- Assessment data and implementation findings influence textbook orders, resource reallocation and staffing priorities.

10.3 Review Cycle of Core Curriculum Documents

The following documents are updated annually each May and stored centrally on the Global Study Platform (GSP):

- Appendix A:Curriculum Delivery Overview (Primary & Secondary)
- Appendix B: Sample Curriculum Booklets (Years 1, 7)
- Appendix C: Assessment and Reporting Framework
- Appendix D: Annual Subject Review and Planning Schedule.

This transparent, structured review process ensures the curriculum remains:

- Rigorous and aligned to latest subject-specific benchmarks
- Responsive to student outcomes and voice
- Compliant with inspection expectations from BSO and Inspired Education.

10.4 Student Voice and Co-Design

Pupil voice plays an integral role in shaping and improving the curriculum:

- Student Curriculum Panels meet termly to provide feedback on content, challenge and relevance
- Learners co-design elements of enrichment units, personal projects and curiosity challenges in dialogue with staff
- Outcomes are shared with curriculum leaders and the SLT to inform refinement and innovation.

This collaborative approach fosters agency, responsiveness and shared ownership of learning.

10.5 Stakeholder Engagement and Feedback Mechanisms

At King's College School Panama, we recognise the invaluable insights that students, parents and staff contribute to the continuous refinement of our curriculum. To this end, we are committed to implementing structured feedback mechanisms that ensure our educational offerings remain responsive and relevant.

- Parent and Staff Feedback Loops: Regular surveys and focus groups are planned to gather comprehensive feedback from parents and staff. These forums will provide opportunities to discuss curriculum effectiveness, address concerns and incorporate suggestions into our planning processes
- Curriculum Advisory Committees: We will form committees comprising diverse stakeholders, including educators, parents and community members, to participate actively in curriculum review and development. These committees will meet periodically to evaluate curricular content, share perspectives and recommend enhancements that reflect our community's evolving needs.

11.0 Careers Education and University Preparation

From Year 7 to Year 13, students engage in a structured and impartial programme of careers and higher education guidance:

- A progressive Careers Curriculum is delivered through PSHE, tutor time and standalone events
- Activities include careers days, university fairs, workplace visits, alumni panels and online guidance platforms (e.g., Unifrog)
- Individual interviews begin in Year 10, with formal UCAS and international application guidance embedded in Years 12–13
- All students receive support to explore diverse pathways, from global universities to entrepreneurship and social impact work.

Careers guidance is monitored through student surveys and destination data, ensuring impact, equity and ambition.

12.0 Compliance Cross-Check

This policy is designed to support the School's compliance with the Standards for British Schools Overseas and Inspired Education academic expectations.

12.1 Alignment with BSO Standards

The curriculum provision outlined in this document satisfies:

BSO Part 1, Standard 1 (2)(a–i): The Quality of Education, including:

(a) Access to a broad, balanced and ambitious curriculum from EYFS to IBDP
(b) Age-appropriate progression and coherence across all phases
(c) Support and stretch for pupils of all abilities
(d) High-quality provision for pupils with SEND and EAL
(e) Accurate, up-to-date careers guidance and life preparation
(f) Developmentally appropriate provision for pupils under 5
(g) Pathways suited to students over 16
(h) Monitoring of pupil progress to ensure learning for all
(i) Preparation for life in British society, including values education.

BSO Part 1, Standard 2A: Relationships and Sex Education (RSE)

(a) Fully integrated within the PSHE programme, mapped across all phases with safeguarding alignment and parent communication protocols in place.

12.2 Alignment with Inspired Education Standards

This policy also meets the academic planning and implementation expectations set out in the Inspired Education Scorecard, including but not limited to:

- Category 1.1: Academic Rigour – Spiral curriculum, disciplinary knowledge, subject depth
- Category 1.2: Planning & Resources – Curriculum mapping, resource alignment, textbook strategy
- Category 1.3: Assessment – Aligned cycle testing, external benchmarking, responsive feedback

- Category 1.4: Innovation – Use of Inspired AI, Metaverse integration, global curriculum connectivity
- Category 2.1: Inclusion – SEND strategies, enrichment and data-driven support for all learners.

12.3 Legal & Regulatory Assurance

In addition to the above, the curriculum policy reflects:

- Panamanian MEDUCA compliance, including integration of national subjects and values
- EYFS Framework for early childhood education
- IB Standards and Practices at Diploma level
- Keeping Children Safe in Education 2026, where relevant to curriculum content including online safety, relationships education and safeguarding education.

13.0 Evaluating Impact

At King's College School Panama, evaluating curriculum impact is a rigorous, ongoing process driven by data, reflection and feedback. We ensure that our curriculum delivers outstanding academic outcomes and holistic development by triangulating quantitative data, qualitative insights and stakeholder voice. This aligns fully with BSO Standards, Inspired Education's Academic Scorecard and our own high expectations for educational excellence.

13.1 Academic Outcomes & Progress

- Internal Benchmarks: Termly assessment data, cycle test analysis and mock examination performance from Year 5 onwards are systematically reviewed by curriculum leads.

External Performance:

- Standardised tools: CAT4, PTE, PTM and phonics assessments offer insight into cognitive and literacy development
- Public examinations: IGCSE and IBDP outcomes are tracked for trends, subject-level success and value-added performance across cohorts
- Group-Level Monitoring: Outcomes for SEND, EAL and higher-ability learners are analysed termly to inform adaptive teaching and targeted interventions.

13.2 Learner Pathways & Destinations

- University & Career Readiness: Alumni destination data is tracked to evaluate curriculum impact on students' progression to top-tier universities and diverse professional fields.
- Future-Facing Competence: Students' performance in Extended Essays, personal projects, entrance exams and leadership applications is monitored to gauge real-world readiness.

13.3 Personal Development & Enrichment

- Engagement Beyond the Classroom: Student participation in co-curricular activities, enrichment programmes and House events is tracked and analysed

- Leadership Development: Involvement in student voice, MUN, Eco Committees and community initiatives is monitored to assess the impact of the curriculum on character, confidence and contribution.

13.4 Teaching Quality & Curriculum Delivery

Instructional Quality Assurance:

- Weekly learning walks and live feedback
- Half-termly book looks and planning scrutiny
- Termly deep dives and departmental reviews
- Stakeholder Feedback: Student, staff and parent surveys, alongside curriculum review panels, provide insight into the lived experience of curriculum implementation.

13.5 Strategic Refinement & Professional Growth

- Curriculum Development: Subject overviews, planning frameworks and unit maps are revised annually based on data and review outcomes
- Professional Learning: CPD is directly informed by areas identified for improvement in delivery, assessment practice, or subject knowledge.

This robust impact framework ensures that the curriculum at King's College School Panama is not only aspirational in design but also demonstrably effective in practice, producing confident, capable and well-rounded graduates equipped to thrive in an ever-changing global context.

Appendices (Maintained Separately):

- Appendix A: Curriculum Delivery Overview (Primary & Secondary)
- Appendix B: Sample Curriculum Booklets (Years 1, 7)
- Appendix C: Assessment and Reporting Framework
- Appendix D: Annual Subject Review and Planning Schedule.

These documents are updated annually and issued to staff during induction. The latest versions are stored on the GSP under the Curriculum Hub.

Appendix A: Curriculum Delivery Overview – Primary Phase

Curriculum Vision

The Primary Phase at King's College School Panama delivers a carefully sequenced, knowledge-rich curriculum rooted in the English National Curriculum and responsive to our Panamanian and international context. It prioritises subject rigour, fluency in foundational skills and character development, ensuring pupils are well-prepared for secondary learning and life beyond school.

Curriculum Organisation and Weekly Timetable

Curriculum delivery is structured into 30-minute learning blocks, with deliberate double lessons to support deeper instruction and sustained focus. The weekly allocations are:

- English (Reading, Writing, Spelling, Handwriting): 5 hours
- Reading for Pleasure, Vocabulary, Oracy & Debate: 2 hours
- Mathematics: 5 hours
- Spanish: 4 hours
- Modern Foreign Language (French or Additional Spanish): 30 minutes
- Geography & History: 2 hours
- Science: 2 hours
- Computing: 1 hour (KS2)
- Personal, Social, Health Education (PSHE): 30 minutes
- Art, Drama & Physical Education: 4 hours.

Pedagogical Principles

Teaching is informed by cognitive science and best practice in British international schools. Key strategies include:

- Explicit instruction and retrieval practice
- Guided and independent application
- Use of manipulatives, scaffolding and modelling
- Embedded questioning and diagnostic feedback.

Classroom environments promote high challenge, positive relationships and strong routines that maximise learning time.

Character and Values Education

Pupils are taught to think independently, reflect critically and act with integrity. Attributes such as curiosity, resilience and empathy are developed through the taught curriculum, co-curricular life and leadership opportunities.

Assessment and Progress Monitoring

Progress is tracked through a mix of formative strategies, end-of-unit checks and standardised testing. Insights are used to tailor provision and inform dialogue with families.

Curriculum Enrichment and Extension

- All pupils engage in at least one linked enrichment event per year (e.g. visits, workshops, community projects)
- A comprehensive extra-curricular programme is offered three days per week, with activities spanning sport, arts, academic extension and innovation
- Stretch and challenge opportunities are embedded into lesson planning and extended tasks.

Appendix A: Curriculum Delivery Overview – Secondary Phase

Curriculum Vision

The Secondary Phase at King's College School Panama provides a rigorous academic journey from Key Stage 3 through to the IBDP, aligned with the National Curriculum for England, Inspired Education principles and Panamanian statutory requirements. The curriculum equips students with deep disciplinary knowledge, learner agency and the global mindset to thrive beyond school.

Phase Structure and Academic Pathways

Key Stage 3 (Years 7–9)

- Core Subjects: English, Mathematics, Science, Spanish, History, Geography, Computer Science, Art, Drama, Music, Physical Education, Public Speaking, Dance and Swimming
- Curriculum is taught in mixed-ability groups, with differentiation strategies ensuring appropriate challenge and support
- All students must complete Social Sciences under the Andrés Bello Convenio.

Key Stage 4 (Years 10–11)

- Core GCSE/IGCSE Subjects: English Language & English Literature (or ESL), Mathematics, Biology, Chemistry, Physics, Spanish Language (First Language or Second Language), History, Geography, PSHE, Physical Education
- Options Subjects (students choose one option): Art & Design, French, Computer Science, Physical Education, Business Management
- Individualised pathways allow for curriculum adjustment where in the student's best interest.

Key Stage 5 (Years 12–13)

IB Diploma Programme:

- Six subjects: 3 High Level, 3 Standard Level, selected from Groups 1–6
- Core: Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Activity, Service (CAS)
- Physical Education and Social Sciences.
- A dedicated careers and university counselling programme supports post-18 pathways, with input from academic and pastoral teams.

Curriculum Design and Leadership

- Curriculum design is led by the Secondary Leadership Team and Heads of Department, with regular review cycles ensuring quality and alignment to school values
- Specifications are selected for academic rigour, university recognition and fitness for purpose
- Curriculum pathways are reviewed annually in response to student data, global trends and Inspired priorities.

Assessment, Reporting and Progression

- Assessment follows a structured model: formative strategies, internal data checkpoints, summative assessments and external benchmarks
- Parent reporting includes academic attainment, learner skills and pastoral development

- Tracking systems enable early intervention and individualised support.

Character Education and Student Leadership

- PSHE and values education is delivered weekly, aligned with British values and Panamanian requirements
- Student voice is embedded through council structures, sustainability initiatives and ambassador roles
- Sixth Form students hold senior leadership positions including Head Prefects and primary liaisons.

Co-Curricular and Enrichment Opportunities

- A robust enrichment programme includes Model UN, Duke of Edinburgh Award, debating, academic societies and service projects
- The curriculum is enriched through interdisciplinary projects, cross-phase collaborations and global Inspired initiatives.

Transition and Continuity

- Close coordination with the Primary Phase ensures smooth transition for Year 6 pupils
- Shared curriculum mapping, moderation and events support curricular coherence
- Year 6–7 bridging units and joint projects are used to build continuity in subject knowledge and learner confidence.

Appendix B: Sample Curriculum Overview (Year 1 and Year 7)

Sample Curriculum Overview

Primary - English, Key Stage 1

Year 1, Writing

Allocation: 5 hours per week across 35 weeks, approximately 175 hours, plus 20% flexible time (approximately 35 hours) for depth, assessment, consolidation, conferencing and adaptation

Curriculum rationale

Year 1 Writing builds Writer foundations through a deliberately sequenced programme that balances transcription (handwriting, spelling, sentence mechanics) with composition (generating ideas, structuring for purpose, and shaping meaning for a reader). Pupils learn to think, talk and write like writers through text-led units that explicitly teach sentence construction, punctuation and simple organisational features (for example, headings, time words and numbered steps). The year establishes the habits that underpin confident progress into Year 2, including oral rehearsal, modelling, shared writing, guided practice, editing routines and publishing for an audience.

What is taught, when and why

A sequenced nine-unit programme organised around purposeful outcomes. Units move from informing and recounting, into describing and storytelling, then broaden into response, poetry, persuasion and instruction writing. Each unit deliberately builds substantive knowledge (what good writing in that genre looks like) alongside procedural knowledge (how to rehearse, draft, improve and publish).

Year 1 Overview

Autumn Term 1

Enquiry: How can I write clearly to inform and recount?

Core content:

Information writing: facts, simple report sentences, labels and captions, headings and sections (Unit 1: Animal Information)

Recount writing: past tense verbs, time adverbials, sequencing events in order (Unit 2: School Trip Recount)

Disciplinary focus: Sentence formation, basic cohesion through time words, selecting precise vocabulary, using simple non-fiction features

Assessment link:

End of Unit 1 published information page (headings plus grouped factual sentences)

End of Unit 2 recount with clear sequencing and past tense consistency

Why now: Pupils establish core routines early (oral rehearsal, shared writing, edit-and-improve) and learn that writing changes depending on purpose and audience.

Autumn Term 2

Enquiry: How can I describe and tell a story so the reader can picture it?

Core content:

Description: describing objects with adjectives and careful noun choices (Unit 3: Lost Toy Description)

Storytelling: sequencing, inference from images, retelling and simple innovation using a wordless narrative (Unit 4: The Snowman)

Disciplinary focus: Detail through vocabulary choice, building simple narrative flow, maintaining tense, using capital letters and full stops accurately

Assessment link:

Descriptive piece about a lost toy (focused vocabulary and sentence quality)

Narrative retell/innovate outcome based on a mapped sequence

Why now: Pupils deepen writing stamina and learn that good writing is built from deliberate choices: what to include, what to leave out, and how to order ideas.

Spring Term 1

Enquiry: How do writers create journey, wonder and emotion in a story?

Core content:

Journey narrative: patterned storytelling, descriptive language, conjunctions to extend meaning (Unit 5: The Snail and the Whale)

Response writing: expressing an opinion and giving reasons using because (Unit 6: Where Would You Travel with the Whale?)

Disciplinary focus: Linking ideas using conjunctions, writing for a reader's interest, stating and justifying a viewpoint

Assessment link:

Retell/innovate journey tale outcome with evidence of extended sentences

Short response piece with a clear preference and supporting reasons

Why now: Pupils move beyond "what happened" into "why it matters", strengthening voice, reasoning, and the ability to elaborate.

Spring Term 2

Enquiry: How can I use pattern, sound and image to write poetry?

Core content:

Poetry: rhythm, repetition, descriptive vocabulary linked to habitats (Unit 7: Animal Homes Poem)

Flexible time: performance, refinement, short bursts of sentence work, spelling and handwriting consolidation

Disciplinary focus: Word choice for effect, experimenting safely with language, performing and improving through feedback

Assessment link:

Published class poetry anthology page (patterned poem with deliberate vocabulary choices)

Short transcription check (handwriting legibility and sentence punctuation accuracy)

Why now: Poetry provides a high-success way to rehearse language, build vocabulary, and sharpen sentence control without the cognitive load of long narrative structure.

Summer Term 1

Enquiry: How can I persuade politely and effectively?

Core content: Persuasive letter writing: audience awareness, reasons, polite tone, letter layout conventions (Unit 8: Persuasive Letter)

Disciplinary focus: Writing for a real audience, selecting convincing reasons, organising points clearly, editing for clarity

Assessment link: Persuasive letter with clear request, multiple reasons, and appropriate tone and structure

Why now: Pupils apply sentence skills to a purposeful real-world form, strengthening voice, reasoning and organisation while maintaining accuracy.

Summer Term 2

Enquiry: How do I help my reader succeed by writing instructions step by step?

Core content: Instruction writing: imperative verbs, clear sequencing, numbered steps, precision and clarity (Unit 9: Treasure Hunt Instructions)

Flexible time: end-of-year portfolio, redrafting, and targeted support based on assessment gaps

Disciplinary focus: Clarity, sequencing, reader awareness, testing writing against reality (does it work?)

Assessment link: Instruction text that can be followed successfully by another pupil

End-of-year writing portfolio showing progress across at least three purposes

Why now: Instruction writing consolidates control, because success depends on precision, order and sentence accuracy, not just "nice ideas".

Local and school context threads woven through the year

Panama context used to make writing meaningful, especially through animals, habitats, journeys, place vocabulary and real audiences

Leaders of Purpose themes through units: kindness, responsibility, persuasive ethics, and community-minded outcomes

Explicit oracy-to-writing routines embedded throughout (oral rehearsal, sentence stems, partner talk, shared composition) to support all writers, including EAL learners

How learning builds over time across Primary

Year 1 establishes sentence security, handwriting habits, phonics-to-spelling application, and simple genre features (headings, time words, numbered steps)

Year 2 builds stronger paragraph control, richer sentence variation, expanded punctuation, and more deliberate audience choices across a wider range of forms

Year 3 strengthens cohesion across paragraphs, develops sustained description and explanation, and expects increasing independence in planning, revising and proofreading

By the end of Year 6, pupils are ready for secondary expectations with fluent transcription, confident control of purpose and tone, and sustained, organised writing

Assessment overview across the year

Formative:

Daily sentence practice, oral rehearsal, shared and guided writing, quick edits, and frequent spelling application checks
Regular low-stakes retrieval of vocabulary, punctuation rules and sentence patterns

Summative:

End of unit published outcomes (alternating composition types such as information, recount, narrative, poetry, persuasion and instructions)
Half-termly transcription snapshots (handwriting fluency, spelling patterns, sentence accuracy)
Moderation using clear success criteria aligned to Year 1 expectations and progression into Year 2

Secondary - History, Key Stage 3

Year 7, Foundations of the Medieval World
Allocation: 1 × 90 minutes per week across 35 weeks, approximately 52 hours, plus 20% flexible time for depth, assessment and adaptation

Curriculum rationale

Year 7 History builds an Apprentice Historian foundation through a sequenced programme focused on Evidence, Significance, Change and Continuity. Pupils develop secure chronology and begin to think, write and argue like historians through enquiry led units that balance medieval Britain with global connections including Islamic civilisation and a locally relevant Panama lens. The year is designed to establish the disciplinary habits required for strong IGCSE progression.

What is taught, when and why

A sequenced six enquiry programme that moves from what history is and how we know, into medieval power structures and belief systems, then broadens into global interaction and knowledge production. Each enquiry deliberately builds substantive knowledge alongside procedural skills in source work and structured argument.

Year 7 overview

Autumn Term 1

Enquiry: What is History? How do historians find out about the past?
Core content: Evidence, primary and secondary sources, provenance, reliability, chronology, interpretation
Disciplinary focus: Evidence and interpretation
Assessment link: Source investigation with reliability judgement paragraph

Why now: Establishes the methods and language of the subject before substantive medieval content

Autumn Term 2

Enquiry: The Norman Conquest. How did 1066 change England?
Core content: Succession crisis, Battle of Hastings, control of England, feudalism, Domesday, change and continuity
Disciplinary focus: Cause and consequence, change and continuity
Assessment link: Causation essay using PEEL structure and precise evidence
Why now: Builds chronological grounding and introduces structured causal writing as the core KS3 and IGCSE habit

Spring Term 1

Enquiry: The Power of the Church. How did religion shape medieval life?
Core content: Church hierarchy, belief systems, wealth and power, Church and monarchy, challenge and reform
Disciplinary focus: Significance and power
Assessment link: Significance judgement paragraph and structured discussion
Why now: Deepens understanding of institutions and belief, strengthens evaluative language and substantiated judgement

Spring Term 2

Enquiry: The Crusades. Why did people go on Crusade?
Core content: Motives, holy war, encounters between Christian Europe and the Islamic world, consequences, differing perspectives
Disciplinary focus: Perspective and interpretation
Assessment link: Comparative source task evaluating viewpoint and reliability
Why now: Introduces disciplined perspective taking and interpretation work that underpins IGCSE source questions

Summer Term 1

Enquiry: Life in the Middle Ages. What was life really like for ordinary people?
Core content: Village life, labour and seasons, towns and trade, health, Black Death, social change
Disciplinary focus: Change and continuity, evidence use
Assessment link: Thematic paragraph on change and continuity supported by evidence
Why now: Consolidates medieval knowledge while developing thematic thinking and evidence selection

Summer Term 2

Enquiry: The Islamic Empire and Global Connections. How connected was the medieval world?
Core content: Islamic expansion, scholarship and innovation, trade networks, cultural exchange, legacy
Disciplinary focus: Global significance and comparative analysis
Assessment link: Comparative essay weighing significance and supporting a judgement
Why now: Broadens global perspective and strengthens higher band writing through comparison and evaluation

Local and school context threads woven through the year

Panama as a crossroads of trade and connection used as a recurring reference point to build relevance and global mindedness
Leaders of Purpose links through themes of power, belief, justice and ethical judgement
Explicit literacy and oracy to writing routines used across all enquiries to build academic argument

How learning builds over time across KS3

Year 7 establishes Apprentice Historian foundations in evidence, chronology and structured explanation
Year 8 develops multi causal reasoning, interpretation evaluation and independent enquiry through empire and revolution
Year 9 consolidates extended evaluative judgement and sustained argument through reform, conflict, rights and memory
By end of Year 9 pupils are IGCSE ready with confident causal writing and secure source evaluation habits

Assessment overview across the year

- Formative: Weekly retrieval, questioning, low stakes source tasks and paragraph practice
- Summative: Inspired cycle tests on rotation assessing recent learning through short, high challenge tasks aligned to AO1 to AO4
- End of enquiry outcomes: Alternating source tasks and short essays to build exam ready habits

Appendix C: Assessment and Reporting Framework

Purpose of Assessment

Assessment is used to support learning, monitor progress, inform teaching, and provide meaningful feedback to students and families. It is designed to be fair, transparent, and aligned with curriculum objectives and external examination requirements.

Principles of Assessment

Assessment at the school is:

- Criterion-referenced and aligned to learning objectives
- Varied, using formative and summative approaches
- Inclusive, with reasonable adjustments for SEND and EAL students
- Used diagnostically to inform planning and intervention
- Clearly communicated to students and families

Types of Assessment

Formative Assessment

- Ongoing checks for understanding
- Class discussions, questioning, quizzes, drafts, and peer assessment
- Feedback focused on next steps and improvement

Summative Assessment

- End-of-unit tests, projects, presentations, and examinations (cycle tests)
- Assesses attainment against curriculum standards
- Use to consolidate retrieval knowledge
- Used to report progress and achievement

Assessment by Key Stage

Key Stage 3 (Years 7–9)

- Combination of formative tasks and end-of-unit assessments
- Mid-year and end of years examinations
- Focus on skills development, knowledge acquisition, and learning habits
- Attainment reported using school-based grade descriptors

Key Stage 4 (Years 10–11)

- Regular exam-style assessments to prepare students for external exams
- Tracking of progress against predicted outcomes
- Mid-year and end of years examinations for Year 10
- Mock examinations for Year 11
- Use of internal data to identify intervention needs

Key Stage 5 (Years 12–13)

- Assessment aligned with IB Diploma Programme criteria
- Mid-year and end of years examinations for Year 12
- Mock examinations for Year 13
- Use of IB mark schemes and grade boundaries
- Internal assessments externally moderated by the IB

Feedback and Marking

- Feedback is timely, constructive, and subject-specific
- Students are given opportunities to reflect and improve
- Marking practices are consistent within departments
- Feedback focuses on strengths, areas for improvement, and next steps

Reporting to Families

Families receive:

- Written academic reports three times a year
- Attainment and progress indicators
- Effort, engagement, and learning behaviours
- Tutor and teacher comments
- Predicted grades where appropriate (KS4 and KS5)

Parent meetings and conferences are used to discuss progress and support strategies.

Use of Assessment Data

Assessment data is used to:

- Monitor individual and cohort progress
- Identify students requiring academic support or challenge
- Inform curriculum planning and teaching strategies
- Support school self-evaluation and improvement planning

Academic Integrity

The school promotes honesty and ethical practice in all assessments.
Clear guidance is provided on:

- Referencing and citation
- Use of sources and AI tools
- Avoidance of plagiarism and malpractice

All internal assessments follow examination board and IB regulations.

Review and Quality Assurance

- Departments regularly review assessment practices
- Standardisation and moderation meetings ensure consistency
- Senior leadership monitors assessment quality and impact

This framework is reviewed periodically to ensure it remains effective, compliant, and aligned with best practice.

Appendix D: Annual Subject Review and Planning Schedule

This schedule outlines an annual review cycle for all subjects. It ensures consistency, strategic alignment and continuous improvement without overloading staff or duplicating work. All evidence is collected through existing systems (e.g. planning folders, cycle tests, book looks) and outcomes feed directly into planning, CPD and resource decisions.

Each review milestone informs curriculum development, staff development, resource planning and compliance with Inspired Education expectations and BSO Part 1: Quality of Education.

Annual Review Cycle – Key Milestones

Timing	Review Activity	Led By	Purpose / Outcome
August	Curriculum Readiness Check (existing plans and updates reviewed)	HoDs	Ensure curriculum maps, key assessments and vocabulary are current and accessible
October	Mini Review 1 – Cycle test reflection and light book look	HoDs / SLT Link	Review student understanding, identify early gaps or strengths
January	Mid-Year Curriculum & Assessment Check-In (20-minute review per subject)	HoDs	Brief reflection on delivery, pacing, differentiation and formative assessment
March	Focused Subject Review (Deep Dive – one subject per week across term)	SLT	In-depth but staggered review: lesson drop-ins, planning check, student work sample
May	End-of-Year Review (Single-page reflection per subject)	HoDs	Evaluate strengths, impact of teaching and next steps; inform planning for next year
June	Update Core Documents (Appendices A–C where relevant)	HoDs / Curriculum Lead	Upload revised curriculum maps, assessment schedules and booklets to GSP

Milestone Reviews (October, January & June)

Each subject leader completes a short and focused reflection at the following milestones:

- October: Key takeaways from student work and assessment data; any early support or changes needed
- January: Update on delivery pace, differentiation strategies and formative assessment practices
- May: Final review of what went well, what needs strengthening and any curriculum or resource adjustments for the next academic year.