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Europa School UK Curriculum Policy

Version and Date		Action/Notes
V1	April 2022	First whole school curriculum policy
V2	July 2023	Secondary now an IB World School
Review Date August 2024		Approved by GB 14 December 2023

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Primary curriculum : Sarah Kynoch and Marie Gaillard

MYP coordinator: Rosemary Butcher

IB Diploma coordinator: Tanya Simpson

Subject coordinators

4. Organisation and planning

The school has a unique bilingual model delivering immersive teaching in one of the three stream languages offered (French, German, Spanish). In the primary, one half of the week is delivered in English and the other in the chosen stream language. In secondary, Humanity subjects are delivered in the stream language.

The school has been significantly impacted by Brexit – It was an accredited European School up to August 2021 with its end qualification being the European Baccalaureate.

Since 2019 it has undergone massive curriculum change. The primary school’s curriculum has changed to remove European School syllabuses but still fully complies with the statutory requirements of a UK state school as well as support the teaching and learning in our three stream languages.

In 2019-20 the DfE supported the school to change its KS5 curriculum to the International Baccalaureate (IB) offering the IB Diploma. The school gained IB world status for the Diploma in 2020 and started teaching in September 2020 with the first qualifications in July 2022.

In 2021, the school gained candidacy status for the IB Middle years programme (MYP) and started teaching in year 7. The school is now authorised for the MYP in secondary years 7 to 11. The transitional use of the European School syllabuses was agreed with the ES Board of Governors until 2024.

The mapping of the curriculum change is shown in the diagram below.

2020-2021 cohort	School year						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
S7	EB						
S6	IB diploma	IB diploma					
S5	ES	IB diploma	IB diploma				
S4	ES	ES*	IB diploma	IB diploma			
S3	ES	ES*	ES*	IB diploma	IB diploma		
S2	ES	ES*	IB MYP	IB MYP	IB diploma	IB diploma	
S1	ES	ES*	ES*	IB MYP	IB MYP	IB diploma	IB diploma
P6	Europa PC	IB MYP	IB diploma				
P5	Europa PC	Europa PC†	IB MYP				
P4	Europa PC	Europa PC†	Europa PC†	IB MYP	IB MYP	IB MYP	IB MYP
P3	Europa PC	Europa PC†	Europa PC†	Europa PC†	IB MYP	IB MYP	IB MYP
P2	Europa PC	Europa PC†	Europa PC†	Europa PC†	Europa PC†	IB MYP	IB MYP
P1	Europa PC	Europa PC†	IB MYP				
Reception	Europa PC	Europa PC†					

EB	European Baccalaureate
ES	European Schools curriculum
Europa PC	Europa Primary Curriculum
IB diploma	International Baccalaureate diploma
IB MYP	IB Middle Years Programme (Key Stage 3)
IB MYP	IB Middle Years Programme (Key Stage 4)
*	ES curriculum not officially accredited
†	With minor modification to end reliance on European Schools resources

The school requires three types of curricula mappings:

Curriculum Overviews - these are statements of areas/topics of study in each term for each year cohort. These plans will be made available onto the school's website.

Year Plan: - The year plan is fed from the curriculum overview and describes the detailed curriculum for each cohort. These are communicated to parents by the class teachers in primary.

Term Plans - these are more detailed and provide weekly/individual lesson curriculum plans. These plans will be available to staff on the school's intranet and are subject to review by subject coordinators and the pedagogical leadership teams.

The curriculum planning will also link to national syllabuses in primary and to IB curricular and syllabuses in Secondary.

Primary School

The curriculum time per week is as follow:

Year Groups	Weekly curriculum time
Reception	1300 minutes 22 hours
Year 1 & 2	1400 minutes 23.2 hours
Year 3 & 4	1475 minutes 24.6 hours
Year 5 & 6	1675 minutes 27.9 hours

Curriculum list

Subject	Taught through English	Taught through the Stream Language	Link to curriculum overviews
English	✓		English
Mathematics	✓	✓	Maths
Stream Language		✓	Spanish German
Science*	✓	✓	
DOW (discovery of the world - History & Geography)*	✓	✓	WOD
Art	✓	✓	Art

Music	✓	✓	Music
Physical Education	✓	✓	PE
ICT	✓	✓	ICT
Religion	✓	✓	RE
PHSE (incorporating RSE)	✓	✓	PHSE

*In primary year 6, science is taught through English and DOW is taught through the stream languages. This is to support the transition to secondary where Humanities are the only subject taught through the stream languages and to facilitate teacher assessment of science at the end of KS2.

See our EYFS policy for information on how our early years curriculum is delivered.

Examples of weekly timetables

1EE – Spanish (Monday, Tuesday, Wednesday) and English (Wednesday, Thursday, Friday)

Monday	Tuesday	Wednesday	Thursday	Friday
8.25 - 9.15 "Assembly/language"	8.25 - 9.15 PE "Assembly/language"	8.25 - 9.15 "Assembly/language"	8.25 - 8.30 Register	8.25 - 8.30 Register
9.15 - 10.00 Spanish Literacy	9.15 - 10.00 Maths	9.15 - 10.00 Small groups: Language/ Handwriting/Reading	8.30 - 9.30 Maths/Literacy 9.30 - 10.00 Phonics	8.30 - 9.30 Maths/Literacy 9.30 - 10.00 Phonics
10.00- 10.30 Playtime	10.00- 10.30 Playtime	10.00- 10.30 Playtime	10.00- 10.30 Playtime	10.00- 10.30 Playtime
10.30 - 11.10 Maths	10.30 - 11.10 Maths / Language/ Music	10.30 - 11.10 Maths / Book	10.30 - 11.10 Maths/Literacy	10.30 - 11.10 Maths/Literacy
11.15 - 12.20 Lunch - Playtime	11.15 - 12.20 Lunch - Playtime	11.15 - 12.20 Lunch - Playtime	11.15 - 12.20 Lunch - Playtime	11.15 - 12.20 Lunch - Playtime
12.20 - 13.15 Language/music	12.20 - 13.15 Language /music	12.20- 13.00	12.20- 13.00 Handwriting	12.20- 13.00 Handwriting
13.15 - 14.00 Sciences/ Art	13.15 - 14.00 PE	13.00 - 14.00 RE/Art/Music	13.00 - 14.00 Science	13.00 - 14.00 PE
14.00 - 14.30 Playtime	14.00 - 14.30 Playtime	14.00 - 14.30 Playtime	14.00 - 14.30 Playtime	14.00 - 14.30 Playtime
14.30 - 14.50 Sciences/ Art	14.30 - 15.20 Book/Literacy games/ Art/Sciences	14.30 - 15.00 Phonics 15.00 - 15.20 Reading	14.30 - 15.15 Reading with an adult + Independent activities	14.30 - 15.15 Reading with an adult + Independent activities
15.15 - 15.25 Getting ready to go home	15.15 - 15.25 Getting ready to go home	15.15 - 15.25 Getting ready to go home	15.15 - 15.25 Getting ready to go home	15.15 - 15.25 Getting ready to go home

Secondary School

Europa School UK has IB world school status for the IB Diploma in years 12 & 13 (S6 and S7).

It is also an authorised school for the IB Middle years programme and is teaching an IB curriculum in all year groups.

An IB education:

- centres on learners
- develops effective approaches to teaching and learning •
- works within global contexts
- explores significant content.

The curriculum is represented as the interplay between asking (inquiry), doing (action) and thinking (reflection).

Our curriculum includes not only the formal requirements of an enriched MYP and IBDP pathways, but also a range of activities that Europa School UK organises in order to further enrich the experience of students above and beyond the curriculum. Following the [IB learner profile](#) and British values, we aim to teach our young adults how to grow into positive, responsible people, who can work and cooperate with others whilst developing knowledge and skills in order to achieve their true potential. Above all, we believe in making learning fun and engendering a love of lifelong learning in our students and school community as a whole.

Europa School UK follows the Standards and Practices for Curriculum which are detailed in Appendix 1.

APPROACHES TO LEARNING

Through approaches to learning (ATL) in our IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment.

They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. IB programmes identify 5 ATL skill categories, expanded into developmentally appropriate skill clusters; there are 10 developmentally appropriate Middle Years Programme (MYP) ATL skill clusters (MYP: FPIP, 2014, p. 20 & 97).

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The IB's programmes are different from other curricula because they:

- encourage students of all ages to think critically and challenge assumptions
- develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- encourage students of all ages to consider both local and global contexts
- develop multilingual students.

APPROACHES TO TEACHING

There are six main pedagogical principles that underpin IB programmes. Teaching in the IB programmes is:

- a) focused on inquiry
- b) focused on conceptual understanding
- c) developed in local and global contexts
- d) focused on effective teamwork and collaboration
- e) differentiated to meet the needs of all learners
- f) informed by assessment (formative and summative)

THE IB MIDDLE YEARS PROGRAMME

The IB Middle Years Programme (MYP) is followed by all students in Years S1-S5.

In Years S1-S3, students follow courses in the eight subject groups of the programme:

English, Language B (German or French or Spanish and an additional language from S1 onwards), Humanities (Geography, History), Science, Mathematics, Technology, Physical Education and the Arts (Art and Music).

In addition, students follow a course of Personal and Cultural Development (PCD) and religion. The curriculum gives students a deeper understanding of the subject as well as an appreciation of ideas that transcend disciplinary boundaries.

In Year S4 & S5, students follow courses in six subject groups- English, Language B (German or French or Spanish and an additional language, Individuals and societies (Geography and History in the stream language and Economics in English), Triple science (Biology, Chemistry and physics), Mathematics (standard or higher) and Arts (Art of Music).

The programme leads to the MYP level 2 qualification the MYP diploma / certificate courses which are OFQUAL recognised as GCSE equivalents.

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned [interdisciplinary unit](#) that involves at least two subject groups.

MYP students also complete a [long-term project](#), where they decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing it.

Link to IB MYP curriculum

<https://www.ibo.org/programmes/middle-years-programme/curriculum/>

[Europa School UK Secondary MYP Curriculum Guide 2022-23](#)

THE IB DIPLOMA PROGRAMME

The IB Diploma Programme or IB Courses Programme is followed by all students in Years 12 and 13. A choice of subjects in each of the IB subject groups is offered:

Group 1: Studies in Language and Literature (courses in English, French, German.
Additional school supported self-study languages are available on an individual basis)

Group 2: Language acquisition (courses in German, French, Italian and Spanish)

Group 3: History, Geography in French, Economics, Philosophy, Psychology

Group 4: Biology, Chemistry, Physics, and Environmental Systems and Societies,

Group 5: Mathematics Analysis and Approaches (HL), and Mathematics Applications and Interpretations (SL)

Group 6: Visual arts, and Music

Instead of Group 2, students who are bilingual can study for a Bilingual Diploma by choosing two Group 1 subjects. Instead of Group 6, students can choose a second Group 2, 3 or 4 subject.

In addition, the students have a core of Theory of Knowledge, Extended Essay and a programme of Creativity, Action and Service.

Link to IBDP curriculum

<https://www.ibo.org/programmes/diploma-programme/curriculum/>

ORGANISATION OF THE SECONDARY CURRICULUM

The secondary curriculum is organised in 8 teaching periods each day of 45 minutes.

The number of learning hours is as follows

54 hours for 2 period courses

81 hours for 3 period courses

108 hours for 4 period courses

135 hours for 5 period courses

Students in S1-S5 typically have 27 hours of curriculum time per week.

S1

Subject Groups	Subjects	number of periods
1. Language and Literature	English including Drama	5
2. Language Acquisition	Stream Language (SL)	5
	Third Language (TL)	2
3. Individuals & Society	Int. Humanities in Stream Language (SL)	3
4. Sciences	Integrated Science	4
5. Mathematics	Mathematics	4
6. Arts	Art	2
	Music	2
7. Physical Education & Health	PE	3
8. Design	Digital Design	2
Compulsory UK core school curriculum	Religion/Moral	2
	PCD	1
	Supervised study/activities	1
Total number of periods		36 ≡ 27 hours

S2

Subject Groups	Subjects	number of periods
1. Language and Literature	English including Drama	5
2. Language Acquisition	Stream Language (SL)	5
	Third Language (TL)	3
3. Individuals & Society	Int. Humanities in Stream Language (SL)	3
4. Sciences	Integrated Science	4
5. Mathematics	Mathematics	4
6. Arts	Art	2
	Music	2
7. Physical Education & Health	PE	3
8. Design	Digital Design	2
Compulsory UK core school curriculum	Religion/Moral	2
	PCD	1
Total number of periods		36 ≡ 27 hours/

Subject Groups	Subjects	number of periods
1. Language and Literature	English including Drama	4
2. Language Acquisition	Stream Language (SL)	4
	Third Language (TL)	3
	<i>Latin (optional)</i>	2
3. Individuals & Society	Int. Humanities in Stream Language (SL)	3
4. Sciences	Integrated Science	4
5. Mathematics	Mathematics	4
6. Arts	Art	2
	Music	2
7. Physical Education & Health	PE	2
8. Design	Digital Design	2
Compulsory UK core school curriculum	Religion/Moral	2
	PCD	1
Total number of periods		34 \equiv 25.5 hours/ 36 \equiv 27 hours

S4 & S5

Subject Groups	Subjects		MYP assessment outcome		
			S4	S5	assessment
1. Language and Literature	English	core	4	4	e-assessment LA
2. Language Acquisition	Stream Language	core	3	3	e-assessment LB
	Third Language (TL)		3	3	e-assessment - LB
3. Individuals & Society	Int. Humanities (SL)	core			
	History (SL/EN)	core	2	2	e-assessment: Integrated Humanities
	Geography (SL/EN)		2	2	
	Economics (EN)		2	2	
4. Sciences	Biology	core	8	8	e-assessment in up to three sciences
	Chemistry				
	Physics				
5. Mathematics	Standard	S4 option	5	5	e-assessment
	Extended		5	5	
6. Arts	Art	S4 option	3*	3*	e-portfolio
	Music		3*	3*	e-portfolio
7. PHE	PHE	S4 opt	3*	3*	e-portfolio
Interdisciplinary¹				2	e-assessment
MYP Project			1 ⁺		project submission
Compulsory UK core school curriculum	Religion	core	1	1	
	PE	Core	2	2	
	PCD	core	1 ⁺	1 ⁺	
Total number of periods			36	37	

*Students must choose one option from Art, Music or P+PCD and MYP project preparation will be combined in S4

IB Diploma Programme S6 & 7

The standard offer is that students choose one course from each of the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students usually select three subjects at higher level (HL) and three at standard level (SL). They also have two periods of PE, 1 period for CAS or extended essay preparation and tutor time to make 29 periods of study \equiv 21.75 hours/ week.

Subject groups	Subjects	No of periods	Notes
1. Studies in language and Literature LA	English Language & Literature SL & HL	3-5	
	English Literature and Performance SL	3	New course
	French Language & Literature SL & HL	3-5	These courses would allow students to obtain a bilingual diploma depending on other options
	German Language & Literature SL & HL	3-5	
	Self-Taught LA Literature courses SL	1	
2. Language Acquisition LB	French SL & HL	3-5	L2 course in S5
	German SL & HL	3-5	L2 course in S5
	Spanish SL & HL	3-5	L3 course in S5
	Italian SL & HL	3-5	L3 course in S5
3. Individuals and Society	History in English SL & HL	3-5	. Taught in English
	Geography in French SL & HL	3-5	Counts toward Bilingual diploma
	Economics SL & HL	3-5	Taught in English
	Philosophy SL & HL	3-5	Taught in English

	Psychology SL	3-5	New course for 2022-23
Interdisciplinary subject	Environmental Systems and Societies SL	3	Can be used to satisfy group 3 or 4 requirements or both*
4. Sciences	Biology SL & HL	3-5	In IB DP, a student cannot take all three sciences within a diploma.
	Chemistry SL & HL	3-5	
	Physics SL&HL	3-5	
5. Mathematics	Mathematics Applications & Interpretation SL	3	Equivalent to maths 3 course in the EB
	Mathematics Analysis and Approaches HL	5	Equivalent to maths 5 course in EB
6. Arts	Visual Art SL & HL	3-5	
	Music SL	3	Not running in S6
Compulsory Core	TOK	2	Theory of Knowledge
	Extended Essay	1	Mentor sessions
	CAS	3	DoE, Rotary Interact, Learning support, sport/music coaching

Other aspects of the curriculum

See our EYFS policy for information on how our early years curriculum is delivered.

Relationships and health education (primary schools)

Relationships and health education is taught in class.

Relationships and sex education, and health education (secondary schools)

The RSE curriculum is taught within Personal and Cultural development programme (PCD)

Spiritual, moral, social and cultural development

This curriculum is taught through Religion programme

British values

British values are taught across the curriculum and through PCD. Refer to Europa School UK
British Values guidance

Careers guidance (secondary schools only)

Careers guidance is taught through the PCD programme in S1-S5, and during sixth form assembly time. See our Careers policy on the school's website

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through: School visits and Governor Learning walks with SLT

Curriculum leaders monitor the way their subject is taught throughout the school by planning learning walks and book scrutiny's, etc.

Subject leaders and curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 4 years by the Education Committees. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Relationships and Sex Education Policy
- Careers Policy
- British Values

Appendix 1: IB Curriculum Standards and Practices

Standard C1: Collaborative planning

- 1a. The school has an approach to curriculum planning that involves all MYP teachers.
- 1b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.
2. Collaborative planning and reflection takes place regularly and systematically
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.
10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes.
11. The written curriculum fosters development of the IB learner profile attributes.

Standard C2: Written curriculum

- 1a. The curriculum fulfils the aims and objectives of each subject group offered in each year of the programme and the personal project or the community project for programmes that end in year 3 or 4.
- 1b. The written curriculum includes an approach to learning planning chart for all years of the programme.
- 1c. The written curriculum includes subject group overviews for each subject group offered for each year of the programme.
- 1d. Unit plans are documented according to the MYP unit planning process.
- 1e. The curriculum fosters disciplinary and interdisciplinary understanding.
- 1f. There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.
2. The written curriculum is available to the school community.

3. The written curriculum builds on students' previous learning experiences.
4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
 - 4a. The written curriculum includes the prescribed key concepts and related concepts in each subject group.
5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
 - 5a. The curriculum provides sufficient opportunities for students to meet learning outcomes for service in every year of the programme.
6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.
8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Standard C3: Teaching and learning

1. Teaching and learning aligns with the requirements of the programme(s).
 - 1a. Teaching and learning at the school uses global contexts as contexts for inquiry.
 - 1a. Teaching and learning at the school uses global contexts as contexts for inquiry.
 - 1b. Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group.
2. Teaching and learning engages students as inquirers and thinkers.
3. Teaching and learning builds on what students know and can do.
4. Teaching and learning promotes the understanding and practice of academic honesty
5. Teaching and learning supports students to become actively responsible for their own learning.
6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
9. Teaching and learning uses a range and variety of strategies.
10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
11. Teaching and learning incorporates a range of resources, including information technologies.

12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
13. Teaching and learning engages students in reflecting on how, what and why they are learning.
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
16. Teaching and learning develops the IB learner profile attributes

Standard C4: Assessment

- 1a. The school uses the prescribed assessment criteria for each subject group in each year of the programme.
- 1b. Teachers standardise their understanding and application of criteria before deciding on achievement levels.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
- 5a. The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.