



Policy Name: Curriculum Policy	
Policy Code:	ED 8
Approved in:	May 2011
Next Review in:	May 2016
Cross References: This policy should be cross-referenced with the following: Handbook for Evaluation of Educational Provision – ESAU (2008) National Curriculum subject documents (2008) National Curriculum overview (2007) SEN Code of Practice (2010)	

INTRODUCTION:

This policy defines the Ministry's expectations for the quality of the curriculum in all government schools in the Cayman Islands. These expectations reflect international best practice and are based on the national standards, which for our education service, are found in the Education Standards and Assessment Unit's *Handbook for Evaluation of Educational Provision*. The National Curriculum Policy must underpin the work of all schools so that there is consistency in provision and practice.

The Ministry requires all schools to develop their own policies on using the curriculum which build on the National Policy and place the national expectations and outcomes into their individual school context.

It is the intention of the Ministry to ensure consistent, effective provision and practice which are rigorously and regularly monitored and evaluated in order to raise students' standards of achievement across the education system.

Aims:

This policy aims to

- Specify the curricular entitlement of all students
- Specify the expectations for the quality of the curriculum in schools in the Cayman Islands

Policy statement

All students are entitled to a curriculum which:

- is continuous from pre-school through tertiary
- provides learning experiences which are cumulative and built upon existing knowledge, skill and values



- develops global citizens
- builds and reinforces students' sense of identity and cultural awareness
- fosters students' recognition and development of universal human values
- stimulates curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- equips students with the skills to learn and to acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- provides international content while responding to local requirements and interests
- encourages and develop diversity and flexibility in teaching and learning approaches to accommodate all learning styles
- is flexible enough to cater to a wide range of practitioners and is taught based upon research of how students learn most effectively
- accommodates and meets the needs of all students in order to develop their individual potential
- provides appropriate forms of assessment and international benchmarking
- provides identifiable outcomes for students to work towards
- provides equality of opportunity and entitlement

All teachers are expected to

- Effectively use the National Curriculum
- Meet the differing needs of students
- Be secure in their subject knowledge and understanding of the curriculum
- Provide a safe, secure and stimulating learning environment
- Make effective use of all resources, including human resources, time and materials
- Use emerging technology to engage students and offer an expanding range of approaches to curriculum delivery
- Make effective use of formative and summative assessment using the National Curriculum and other criteria
- Contribute the review cycle of the National Curriculum

ROLES AND RESPONSIBILITIES:

The Ministry of Education will

- Develop educational policy
- Set national targets for improvement
- Ensure the national curriculum is subject to regular review through a consultative process, which takes into account current research
- Require the curriculum 5-14 to be taught to all students (excepting those formally disapplied) in all government schools as prescribed by national curriculum documents of 2006. These documents determine the basis of planning, instruction and assessment.
- Require the KS4 curriculum to be taught to all students (excepting those formally disapplied), in all government high schools, as prescribed by external examination syllabi. These documents determine the basis of planning, instruction and assessment and the choice of these syllabi is subject to the approval of the ministry.
- Require that any disapplication from the curriculum is by a formal process in accordance with the SEN code of practice



The Education Standards and Assessment Unit will

- Evaluate the effectiveness of curriculum provision in schools, using the criteria set out in the *Handbook for the Evaluation of Educational Provision*
- Make recommendations for improvement
- Provide accurate and timely information to the Ministry on the curriculum provision in schools in order to inform policy decisions

The Department of Education Services (School Improvement Officers) will

- Provide support to enable schools to meet the National Curriculum requirements
- Provide required support to enable schools to meet the improvement targets set by ESAU

School leaders will

- Facilitate the development of their individual school's curriculum policy
- Ensure the effective implementation of the curriculum policy and all other national educational policies
- Monitor and review provision and practice in their schools
- Facilitate ongoing professional development as needed
- Be accountable to the Ministry of Education for students' standards of achievement

School staff will

- Effectively implement the National curriculum
- Effectively implement the school's curriculum policy
- Use the *Handbook for Evaluation of Educational Provision* to guide their planning and practice

SCHOOL POLICIES ON CURRICULUM

These must

- Be based on the National Policy
- Be developed collaboratively
- Take into account the indicators of good practice in the ESAU Handbook
- Be approved by the Department of Education Services / School Improvement Officers in consultation with the Education Standards and Assessment Unit before implementation

School policies must reflect information in the *Handbook for Evaluation of Education Provision* and must specify:



The breadth, balance and relevance of the curriculum

- The organization of the curriculum is effective in promoting students' personal, creative and intellectual development
- There is an appropriate balance of knowledge, skills and understanding
- The curriculum is designed to help students to develop the attributes of the 'Educated Caymanian' as described in the 2005 National Consensus document
- There is a range of after-school activities that complements and extends classroom activities
- Sufficient time is allocated to each subject to ensure that the curriculum requirements are met in full over the Key Stage
- Timetables provide a suitable structure to ensure that appropriate time and emphasis are given to each curriculum area / subject
- There is coordinated provision for the development of cross-curricular skills in literacy, numeracy and ICT

Planning to ensure continuity, progression and consistency

- The curriculum builds on previous content and skills
- There is no unnecessary repetition of content or skills across year groups
- Where topics are revisited in older year groups, it is at a higher level
- There is consistency in the work of parallel classes
- There are agreed whole-school approaches to medium and short-term planning which support consistency in the planning and implementation of the curriculum
- There is an overall curriculum plan for the school describing in general terms what classes are doing each term

How the curriculum meets the needs of all students

- All students, except in exceptional and justifiable cases, have equal access to the whole curriculum. Any withdrawal of students from lessons or modification of the curriculum for individual students does not unduly disadvantage them in relation to the opportunities provided for their peers.
- The curriculum is flexible enough to be adapted to suit the learning styles and needs of students of different abilities
- Any alternative curriculum is well planned and monitored
- There is joint planning with SEN providers and support staff

The provision and practice in all schools must be closely and regularly monitored. Schools will be held accountable for raising standards of achievement.