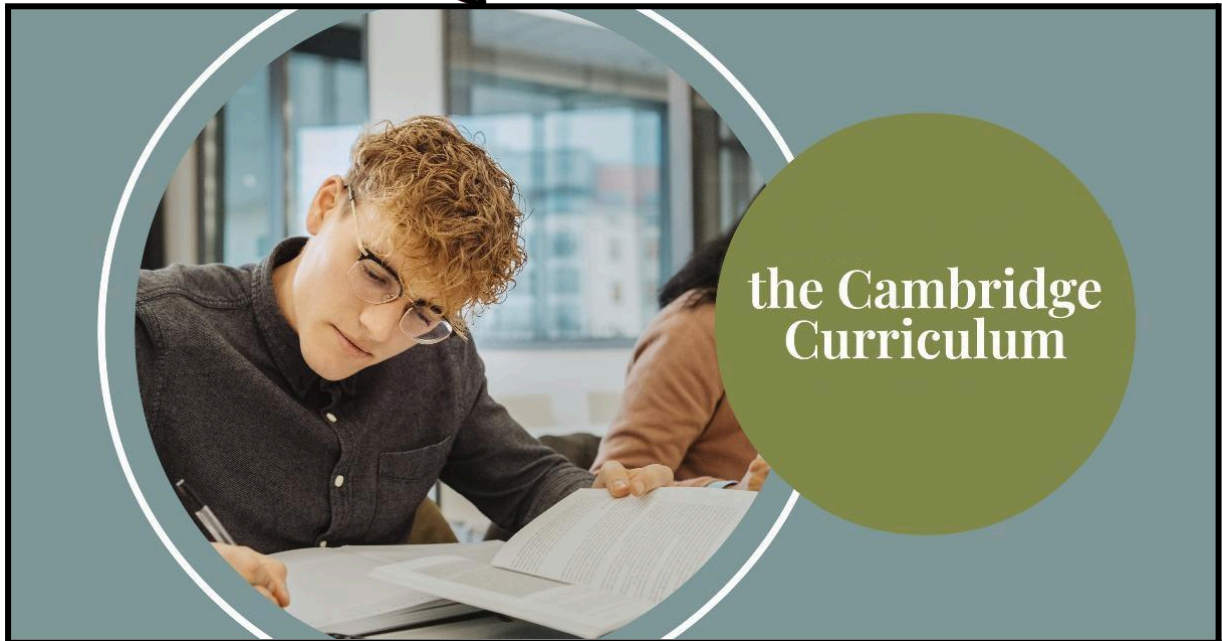




Curriculum Policy



Edited & Reviewed

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Introduction

Our Curriculum Approach

At EIST, our curriculum is designed to provide a comprehensive educational experience that promotes academic excellence, personal growth, and global citizenship. We follow the Cambridge International Curriculum, a globally recognized framework that supports students in developing deep subject knowledge, critical thinking, and problem-solving skills. This curriculum is complemented by elements of the Tunisian National Curriculum to ensure linguistic and cultural fluency in Arabic and French.

Beyond academic learning, we integrate social-emotional development, well-being, and 21st-century skills to prepare students for success in an ever-evolving world. Our curriculum includes both formal learning and the 'hidden curriculum'—values and behaviours students acquire through their school experience.

Our Curriculum Aims

Our curriculum is designed to empower students to become:

- Reflective learners – able to evaluate and improve their own learning.
- Confident individuals – prepared for challenges and opportunities.
- Creative thinkers – equipped with innovative problem-solving skills.
- Resilient learners – able to adapt to new and complex situations.
- Global citizens – socially responsible and culturally aware.

Through our curriculum, we aim to:

- Provide broad and balanced learning experiences.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills and attributes in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum for England and EYFS framework.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Enable children to be creative and to develop their own thinking.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.

Curriculum Design Principles

Our curriculum is:

- Planned – to ensure a seamless transition between educational stages and future careers.
- Relevant – designed to develop adaptable, resilient learners.
- Developmental – progressively building knowledge and skills over time.
- Coherent – structured in a logical, interconnected way.
- Ambitious – aiming for excellence across all subjects.
- Flexible – catering to the diverse needs of all students.

Early Years Curriculum

At EIST, we follow the National Curriculum for EYFS. The areas of learning are:

- communication and language
- personal, social and emotional development
- physical development
- literacy
- mathematics
- understanding the world
- expressive arts and design

In addition to the above, our students learn French and Arabic for 2 hours each per school week.

Primary Curriculum

The Cambridge Primary Programme forms the foundation of our Primary School curriculum, ensuring that students build a strong knowledge base across key subjects:

- Core Subjects: English, Mathematics, Science, Global Perspectives
- Creative and Physical Education: Art, Music, PE
- Technology & Digital Skills: ICT Starters

This is supplemented by:

- French & Arabic Language Studies:
 - A light version of the Tunisian National Curriculum for native speakers.
 - French as a Foreign Language (FLE) and Arabic as a Foreign Language (AFL) for non-native speakers.
- PSHE (Personal, Social, Health, and Economic Education): Connect PSHE

Secondary Curriculum

The Secondary School covers students aged 11-18 and is divided into three key stages:

- Key Stage 3 (Years 7-9) – A transition from primary to specialized subject-based learning.
- Key Stage 4 (Years 10-11) – Preparation for GCSE and IGCSE qualifications.
- Key Stage 5 (Years 12-13) – A-Level or equivalent courses (future planning).

Key Stage 3

Students continue to develop their knowledge and skills through specialist subject teaching. Subjects include:

- English
- Mathematics
- Science (Biology, Chemistry, Physics)
- Global Perspectives
- Art, Music, PE
- ICT & Digital Skills
- History & Geography
- French & Arabic Language Studies
- PSHE & Well-being

Key Stage 4 (GCSE & IGCSE)

Students take core subjects:

- English Language & Literature
- Mathematics
- Biology, Chemistry, Physics
- Physical Education (non-examined)
- Islamic Studies (for Muslim learners)

They also select three additional subjects from:

- Art, Business Studies, Computer Science, French, Arabic, History, Geography, ICT, Music, PE

ESL Support is provided for students needing additional English language learning.

Beyond Academic Learning: 21st Century Skills

Skills Integration

We integrate 21st-century skills into our curriculum to equip students for future challenges. These include:

- Learnability – adaptability to new learning situations.
- Resilience – perseverance in facing difficulties.
- Agility – flexibility to shift perspectives.
- Collaboration – teamwork and shared problem-solving.
- Verbal & Written Communication – essential for effective expression.
- Empathy – understanding and valuing diverse perspectives.
- Creativity – fostering innovation and curiosity.
- Problem-solving – analytical thinking and decision-making.
- Leadership & Negotiation – guiding and influencing others positively.
- Technological Literacy – proficiency in modern digital tools.

Student Voice & Well-being

We encourage student engagement and leadership by incorporating their choices, interests, and ambitions into our educational approach. Our PSHE program supports mental health, resilience, and a positive attitude toward well-being.

Roles and Responsibilities

Principal

- Provide overall curriculum direction and quality assurance.
- Allocate resources and budget for curriculum needs.
- Oversee continuous curriculum review and improvement.
- Support staff development through training and performance management.

Heads of Department

- Provide subject leadership and set clear teaching and learning expectations.
- Support and advise colleagues on curriculum implementation.
- Monitor quality through planning reviews, lesson observations, and student feedback.
- Manage subject resources efficiently.
- Ensure curriculum planning, coverage, and assessment are effectively implemented.
- Organize and deliver staff professional development and training.
- Support school improvement planning and strategic development.

Teachers:

- Plan and deliver the curriculum daily, making cross-curricular links where appropriate.
- Adapt teaching methods to optimize learning opportunities.
- Monitor student progress through assessments.