



Curriculum Policy

2025-2026

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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 want our students to become successful members of their communities and society in general. We feel we can best do that by offering them an excellent and broad education.

We follow the Cambridge International Curriculum Pathway, a globally recognised 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 the DELF (Diplôme d'Études en Langue Française) programmes in French.

Beyond academic learning, we integrate social-emotional development, well-being, and 21st-century skills to prepare and help students successfully develop in an ever-evolving world. Our curriculum includes both formal learning and the 'hidden curriculum' values and behaviours students acquire through their school experience and that learning moments and opportunities are not just available in the classroom, but all over the school and at all times.

We value and cherish learning for learning's sake, independent and motivated learners. We encourage the development of these values and promote self-discipline and we try to reward our students when they meet and exceed our expectations. In addition to academic and learning-based values, we whole-heartedly promote and subscribe to the core societal values of democracy, the rule of law, individual liberty and mutual respect of other beliefs and faiths.

We are also committed to minimising and mitigating any barriers to learning that we encounter and identify, working with students to develop strategies and skills to help them maximise their potential, develop a positive self-image and enjoy full access to the curriculum.

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 excellent, 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 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.
- Ensure that there is equal access to learning for all students.

Definitions:

- 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.

We are an independent and international school, but we also are cognisant of the fact that we are Tunisian too and our curriculum reflects both the international nature of our chosen Cambridge Curricula and Tunisia.

The Cambridge Primary and Lower Secondary Checkpoint curricula are based on both the English National Curriculum and the Common Core State Standards (CCSS) from the US. They are rigorous in their content and aims, providing an excellent foundation for success in later qualifications.

The Early Years Foundation Stage (EYFS) curriculum is carefully designed to provide a broad, balanced and engaging foundation for all learners. It is guided by the statutory EYFS framework and aligned with the expectations of the UK National Curriculum. Our provision is underpinned by the Development Matters guidance, ensuring a progressive, developmentally appropriate and inclusive approach that meets the needs of all children.

From then on, the Cambridge pathway provides us with an excellent framework to hang our English language/English as an additional language (EAL), numeracy/mathematical development and scientific enquiry on. Running as it does from Year or Stage 1 through to Year 6 with the Primary Checkpoint. Recommencing with the Lower Secondary Checkpoint; Years 7 through to 9 preparing learners for the rigor of IGCSE and eventually A Levels and other post-KS5 qualifications.

Within the first two checkpoints there is ample provision for assessment and determining the progress of the learners, both formatively and summatively.

Additional language learning is also provided through a light version of the Tunisian National Curriculum for native speakers of Arabic, a light version of the Tunisian National Curriculum and DELF for native speakers of French. Then French as a Foreign Language (FLE) for non-native speakers and Arabic as a Foreign Language (AFL) for non-native speakers.

Additionally, we have creative curricula; Art and Music again based on the optional Cambridge curricula. With Physical Education an important part of all the stages of the school along with Personal Social and Health Education (PSHE) again an essential part of the rounded education we aim to deliver at EIST.

- **Roles and Responsibilities:** **Governing Body's Responsibilities**

It is one of the roles of the governing body of the school to monitor the effectiveness of this policy and ensure that it is effectively implemented by the academic management of the school.

The governing body should also ensure that:

- Curriculum needs and priorities are effectively identified and met
- They develop ways to monitor student progress and set future curriculum targets.
- There is Additional Educational Needs (AEN) provision and support for the range of needs of all learners.
- There is regular and meaningful assessment of learners' progress carried out in the school.
- Where this assessment is external (Checkpoints, IGCSEs, A Levels etc) that these are from recognised international examination boards.
- These external examinations are administered by qualified and competent staff.
- Learners should be advised about careers, academic and vocational pathways as they enter secondary education.

The Principal's Responsibility

The Principal should ensure that:

- The curriculum is monitored for quality assurance purposes.
- There is continuous review of the curriculum aiming to improve the effectiveness of the school's curriculum.
- The timetable is such that there is an adequate provision within it to facilitate the successful delivery of the subject areas within the curriculum.
- To allow full access to the school's curriculum and ensure that there is proper Additional Educational Needs (AEN) identification and provision.
- There is proper provision for staff CPD through identification of needs
- Student progress is monitored and reported to the governing body to facilitate the formation of future academic targets.
- Formal Assessments are meaningful, carried out in a professional manner, and where those assessments are external that they adhere to the rules and regulations of the examining body.
- There is more than adequate provision for learning materials, equipment, games, puzzles and manipulatives to successfully deliver the curriculum and expand our learners minds and skillsets.

Senior Teachers and Staff

Heads of EYFS and Primary will help ensure that the aims of the Curriculum Policy are implemented on a day-to-day basis and that the high standards of education are maintained throughout these areas. Likewise, it is the responsibility of all teaching staff, class teacher's subject teachers, librarians and teaching assistants to both maintain the school's high academic standards and aims, and also fully familiarise themselves with the school's curriculum policy.

Planning and Organisation of the Curriculum:

We have planned our curriculum to ensure that there is rational and logical progression between the Years/Stages. This is true of both the Cambridge defined areas and those that fall outside its purview. We have long-term plans, mid-term and short-term plans allowing us to review and refocus planning around the needs of the class and individuals. We also ensure that the planning is age appropriate for our learners and that it allows access to all the concepts and subjects being taught.

We would like the curriculum at EIST to produce:

- inquisitive independent learners
- creative thinkers
- motivated and self-disciplined learners
- learners who know how to appropriately use existing and new technology to help them in their studies.
- learners who understand and are willing to defend societal values
- learners who are not easily led.
- independent thinkers who can also work in a team
- voracious readers of multiple types of texts
- learners who are aware of their own well-being, both physically and mentally.
- learners who promote positive relationships with others.
- learners who understand the difficulties and dangers of the modern age
- problem solvers.
- learners that learn from mistakes and show a high degree of resilience
- tolerant individuals
- learners that have an instinctive sense of right and wrong
- confident learners, who have a sense of perspective.
- learners who have empathy and understanding of others
- learners that are environmentally aware
- learners who are confident and grounded in their cultural heritage

Assessment and Progress Monitoring:

Our students at EIST are assessed regularly during the course of an academic year and their progress tracked. We use a variety of assessment techniques both formative and summative. The details of which can be found in the Assessment Policy. We use these assessments to also evaluate our teaching methodology and with the Principal and Heads of stages we assess the effectiveness of the curriculum. Developments in assessment and curriculum/student monitoring/evaluation are then communicated to the governing body by the Principal.

Inclusion:

True learning is hard, and will involve a struggle. It will involve making mistakes and learning from them; it is this very struggle that deepens learning, builds resilience and leads to success. At ESIT we believe that learning should be challenging. However, where a barrier to learning has been identified, we will do our very best to help the student with strategies, techniques and support so that they can access the curriculum fully.

Curriculum Enrichment:

In order to ensure that our curriculum is both academically rigorous and at the same time relevant and alive we enrich our curriculum with:

- Trips
- School/Class/Subject Events
- Cultural Events
- Language based events
- Sporting and physical education events
- Projects
- Themed days and or Weeks

We also acknowledge that the community around us is a great and often under-utilised resource for learning, and as such we often invite people to come in to enrich our learning such as:

- Doctors
- Musicians
- Local Artists
- Parents
- Scientists
- Dancers and choreographers

These classes and masterclasses help our learners form a more accurate picture of their world and allow them to think about their learning futures.

For further information please look at the following:

- The AEN Policy
- The Assessment Marking and Feedback Policy
- Cambridge Primary Checkpoint Curriculum Documents
- Cambridge Lower Secondary Curriculum Documents
- Cambridge IGSE Syllabi & supporting documents
- Cambridge A Level Syllabi & supporting documents

Enforcement of Policy:

EIST remains committed to the consistent enforcement of the Curriculum Policy through regular monitoring of planning, lesson delivery, assessment practices, and curriculum coverage to ensure continuity, quality, and compliance across all year groups and subjects.



CEO	Head of Education
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Date:	Date:
	