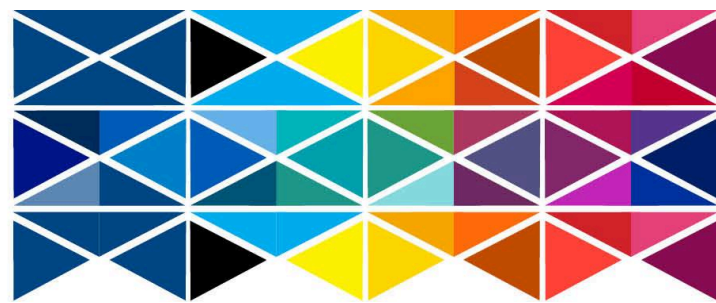




ST ANDREW'S
INTERNATIONAL SCHOOL



Updated August 2025

Curriculum Policy

A Guide to Written Curriculum and Implementation at St Andrew's International School

Introduction

This policy describes the curriculum from Preschool to Grade 12 and is supported by detailed syllabuses, schemes of work for each subject area and other programme policies. The policy should be viewed in conjunction with the *SAIS Teaching and Learning Policy* and the *SAIS Assessment for Learning Policy*.

The curriculum refers to all the planned activities that are organised in order to promote learning, personal growth and development. Our aim is to ensure children grow into creative, ethical and hard-working individuals, who can work and cooperate with others in any community while at the same time developing their knowledge and skills and achieving their true potential. We value a broad and international curriculum as a means of fostering creativity, love of lifelong learning and academic excellence.

The curriculum is guided by a number of international educational organisations, including Reggio Emilia, the IBO, Cambridge and Pearson IGCSE, and we are accredited by CIS and NEASC and registered with the National Accreditation Agency, NAECOB.

Preschool

Our youngest students in Preschool follow the Reggio Emilia approach. This introduces the idea of inquiry at the simplest level through six broad topics. It is a hands-on and exploratory way of beginning to view the world. Core subjects follow modified Common Core State Standards.

The Primary Years programme (PreK1 - Grade 5)

Our Primary Years Programme is designed for students in PK1 to Grade 5. Students across the Primary School engage in units of inquiry that are transdisciplinary and flexible enough to accommodate most national or local curricula.

Here at St Andrew's, we use the PYP Scope and Sequence documents, as well as the US Common Core State Standards, to create a well-rounded programme of study for our students. Units of inquiry are planned collaboratively by classroom teachers and the PYP Coordinator. The PYP is made up of essential elements embedded in the written, taught and assessed curriculum. Lessons include independent learning as well as teacher directed learning.

Digital literacy skills and technology are used to enhance lessons, and hands-on inquiry and experimentation bring lessons to life for our students. Student learning is showcased through

formative and summative assessments that can be written or performance-based. PYP learners are encouraged to take action in their learning and make meaning of the world around them. Our students enjoy showcasing their learning during mini exhibitions, oral presentations, class assemblies, science fairs, portfolios and conferences.

The culminating exercise in the PYP before transitioning into middle school is the PYP Exhibition. This exhibition is a chance for students to apply all of the skills they have acquired throughout their years in primary school to complete an interest-based research project based around a common central idea and theme. Most often, these projects focus on local issues and result in students taking action throughout our community.

St Andrew's Middle Years Diploma (Grades 6-10)

This programme is designed for students in Grades 6 through 10. Students study all the core subject disciplines: languages, humanities, sciences, mathematics, the arts, information technology and physical education.

The MYD programme is student-centred and holistic, focusing on the whole child through pastoral and co-curricular programmes. In addition to academics, students fulfil Creativity Action Service (CAS) requirements and complete a Personal Project. Students are encouraged to take advantage of a variety of opportunities inside and outside of the classroom so that they can develop their unique talents.

Our MYD offers:

- A safe, supportive, and respectful environment in which all students can focus on their journey as a lifelong learner in the 21st century
- Opportunities for students to continue using skills acquired in the Primary Years Programme (PYP)
- Opportunities for students to develop their social, communication, self-management, thinking and research skills
- Dedicated MYD teachers working collaboratively to meet the individual developmental needs of each student
- An integrated approach to teaching and learning by incorporating a combination of multidisciplinary, transdisciplinary and interdisciplinary methods to lessons

BGCSEs & iGCSEs (Grades 9&10)

At the end of the Middle Years Diploma programme, students sit external examinations (IGCSE/BGCSE) in the various disciplines. The MYD ensures that students are well-prepared for the rigours of the IB Diploma programme, and that they have developed the understanding, practical skills and personal character needed to be locally and globally-engaged as well as internationally-minded individuals.

IB Diploma Programme (Grades 11&12)

Students in Grades 11 and 12 complete courses in the International Baccalaureate Programme. This programme is a comprehensive, two-year international curriculum that has earned a reputation for rigorous assessment - giving IB Diploma holders access to the world's leading universities.

The IB programme allows students to study courses from a number of different subject areas:

- Language and Literature
- Language acquisition
- Individuals and Societies
- Experimental Sciences
- Mathematics
- The Arts.

Students completing the full IB Diploma must select one subject from each of the six groups (although a second subject from groups 2, 3, 4 or 5 may be substituted for group 6). At least three (but not more than four) courses are taken at higher level (HL), while the others are taken at standard level (SL). Full Diploma candidates must also complete an Extended Essay, the Theory of Knowledge course, and meet the CAS requirements.

Students choosing to complete IB Certificates may select subjects from any number of the subject groups and are not required to take any courses at HL. They are also not required to complete (but may still opt for) an Extended Essay, the Theory of Knowledge course, or CAS.

Planning Documentation, Monitoring and Curriculum Review

It should be noted that an excellent curriculum, and with it teaching and learning, is always a work in progress, relying on thoughtful innovation and coordination by faculty. In order to ensure rigorous evaluation, the St Andrew's curriculum is subjected to a systematic review cycle. Following the pattern established by the International Baccalaureate Organisation, the curriculum at the school is revised (by discipline) on a "5-3" cycle, with a syllabus in a particular discipline remaining substantially in place for a period of five years, the last three of which are devoted to stages of the review process.

In order to provide a clear picture of the quality and consistency of practice across our school when evaluating teaching and learning, it will be monitored and evaluated through:

- Classroom observation;
- Sampling students' work;
- Sharing students' work and discussing quality;
- Internal moderation of students' work;
- Discussion with students;
- Analysing assessment data.

Curriculum Responsibilities

The overall curriculum is managed through the Educational Leadership Team, the Primary Leadership Team (PLT) and Secondary Leadership Team (SLT).

In the Primary School the day to day, medium and long term curriculum planning is managed by the Deputy Head of Primary/ PYP Coordinator. The delivery of the curriculum according to the agreed time frame is the responsibility of the teachers.

In the Secondary School, the curriculum is managed by the Directors of Academics for the MYD and IBDP with a team of Heads of Department. The Heads of Department coordinate curriculum planning documents for their departments. The delivery of the curriculum according to the agreed time frame is the responsibility of the teachers. Departmental planning documents are held centrally on shared files within each department and are reviewed as part of the strategic planning of the department in line with the school's own strategic plans.

Culture and Geographical Location

As a Bahamian organisation offering education based on international standards and practices, the curriculum incorporates both global culture and heritage and local culture and heritage. Whenever possible, we use the opportunities provided by our location to teach the curriculum in ways that enrich the delivery of skills and make them more relevant to the learner.

Field Trips and Residential Visits

In order to enrich the curriculum, it is an expectation that topics are enhanced by experiences provided by field trips and residential visits. These experiences should be linked to skills taught in class and should be relevant to the current topic being taught at the time.

While not compulsory, trips should have a strong expectation that every student participates. Every effort should be made to ensure trips are accessible to all students.

Residential trips should be focused on providing an outdoor physical challenge that fosters independence and resilience. Trips should take place in the Bahamas whenever it may make them more affordable and accessible to pupils.