



MALVERN

COLLEGE INTERNATIONAL

Curriculum Policy

The curriculum policy for each Malvern College International (MCI) school is linked closely with the curriculum provision at Malvern College in the UK (MCUK), whilst being designed to take account of the local context. Between MCUK and our associated Preparatory school, The Downs Malvern (TDM), we provide education across the 3-18 provision broadly covering the Early Years Foundation Stage and Key Stages 1-4 of the National Curriculum in England and Wales. GCSE examinations are taken at the end of Key Stage 4 and a choice of either A Levels or the IB Diploma Programme is offered in the Sixth Form. Whilst this policy document outlines the curriculum framework which aligns most closely with the provision in place at MCUK and TDM, it should be noted that it may be equally appropriate to consider other options such as the full IB continuum from the Primary Years through to the Middle Years and Diploma Programmes. The choice of curriculum must be carefully considered in the light of the needs of the local market and the students.

It is important to emphasise that at all stages Malvern College and each of our sister schools aim to offer an enhanced educational experience which goes above and beyond any framework or course specifications laid out nationally or internationally. Regardless of the choice of curriculum framework, our aim is to provide a curriculum which:

- Encourages high academic standards and enjoyment of learning
- Provides continuity and progression through the school
- Meets the needs of the students
- Provides a broad and balanced education in the main academic and practical-aesthetic subjects, so that students gain confidence and acquire knowledge and understanding in linguistic, mathematical, scientific, technological, human and social, physical and creative areas of education
- Makes students aware of the links between subjects
- Introduces students to a wide range of cultural and academic experiences and stimulates intellectual curiosity
- Enables students progressively to choose subjects at which they are most proficient and which interest them most, while maintaining their general education
- Develops in students such attitudes, working habits and independence of thought as will serve them well both in their present work and in the future
- Gives students a suitable range of qualifications and prepares them for the future in the subjects relevant to their careers or Higher Education and with the skills and aptitudes for lifelong learning
- Equips pupils with the knowledge, understanding and skills required for responsible citizenship in a global context and for personal development
- Uses English as the main language of delivery and promotes the development of students' English language skills across all aspects of the curriculum, except where students are studying a foreign language or completing local studies

- Promotes the safeguarding and wellbeing of students
- Integrates the academic curriculum with other key features of a Malvern education and the commitment to developing well-rounded individuals, notably through:
 - the Malvern Qualities, namely, resilience, self-awareness, open-mindedness, kindness, collaboration, risk-taking, curiosity, ambition, independence, integrity and humility
 - strong pastoral systems to support the wellbeing of students
 - a comprehensive co-curricular programme including sports, the arts, music and leadership activities
 - the House system

Participation in co-curricular activities, physical education and life skills lessons remain a core part of MCI programmes at all stages.

In determining the details of the school's curriculum provision, the school's academic leadership team must take into account:

- the requirements of the local Ministry of Education
- the language level of the students and EAL (English as an Additional Language) needs
- the educational background of the students and previous exposure to MCI's curricular areas and approaches to teaching and learning
- the interests of the students and longer term goals with regard university applications
- the age and stage at which students join MCI
- the support needed to transition to an MCI education

The above points will impact on the exact shape of the curriculum provision and time allocated to different aspects. The long term curriculum planning within each subject area will take the above points into consideration in order to provide teaching programmes which meet the needs of the students and ensure continuity and progression across the year groups. Academic departments in each MCI school draw on a range of documentation in putting together their curriculum plans, including curriculum documentation from Malvern College UK and The Downs Malvern, national guidance on the UK's National Curriculum and course specifications issued by respective examination boards. Experienced and qualified teachers use their professional judgement and expertise to deliver high quality educational experiences to students which draw on the resources available to them, are appropriate to the local context, ensure progress for all students and support students in lifelong learning.

The design, planning and implementation of the curriculum is a focus of regular discussions between the MCI team and the school's senior development team at all stages of the set-up phase of an MCI school. Once a school is open, MCI continues to provide support and guidance on curriculum policy through Advisory Board meetings and regular visits to the school. The Educational Quality Assurance visits run by MCI provide a formal structure by which the school's curriculum policy and delivery are reviewed and evaluated.

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 Malvern College International