

CURRICULUM POLICY

Purpose

This policy outlines the rationale for the curriculum in place in Marymount International School, the dynamic approach to curriculum generation and review, as well as detailing the procedures by which the curriculum is delivered, developed, supported, resourced and assessed.

Definitions

The Marymount Mission Statement outlines the principal aims of the Catholic education that is provided for all girls attending Marymount International School.

The IBO Mission highlights the motivation to create a better world through education by providing challenging programmes of international education and rigorous assessment.

The IB Learner Profile is the IB Mission Statement translated into a set of attributes/learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals to inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge and conceptual understanding encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global citizens. As part of their final year in the programme, students must complete the **Personal Project**, a significant body of work independently produced over an extended period of time. It is a product of the student's own initiative and should reflect her experience of the MYP.

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final external examinations that prepares students, aged 16 to 19, for success at university and life beyond. The Diploma Programme enables students to acquire breadth and depth of knowledge and understanding: studying courses from 6 subject groups (minimum 3 x Higher Level and 3 x Standard Level), they develop both the skills and a positive attitude toward learning that will prepare them for higher education. They must study at least two languages and increase their understanding of cultures, including their own, and make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique **Theory of Knowledge** course. They must also undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the **Extended Essay** and enhance their personal and interpersonal development through **Creativity, Activity and Service**.

Individual IB Certificates can be awarded to students who do not pursue the complete IB Diploma. This gives students the opportunity to achieve external qualifications in their chosen subjects.

The Marymount High School Diploma is awarded to all students in Grades 9-12 who are taking courses that meet regularly throughout the year. In order to be eligible for this Diploma, students must achieve a minimum total of number of credits (see below).

Students at Marymount are formatively assessed on a continual basis and regularly complete summative assessments, especially in the lead up to reporting periods (quarterly). In accordance with the IBO Grading System, students are assessed using published assessment criteria, the scores of which can then be totaled to determine a Final Grade between 1 and 7, where 1 is very poor and 7 is excellent. The grade descriptors are as follows:

- 7 = Excellent
- 6 = Very Good
- 5 = Good
- 4 = Satisfactory
- 3 = Mediocre
- 2 = Poor
- 1 = Very Poor (no credit)

Policy

Marymount International School offers a curriculum that is adaptive, responsive and dynamic in its approach. It is driven and shaped by the Mission of School and the IBO as well as the needs of the 21st century learner. Learning is student-centred and concept-based, enabling students to make inter-disciplinary connections and understand how such concepts can be applied to the real world. Constructivist pedagogy is promoted as a basis for learning, supporting a balance of teacher focused delivery with collaborative, student driven classrooms, where technology supports inquiry and where the teacher is a facilitator, assisting in the discovery of knowledge and understanding.

As part of its ongoing commitment to the development of a skilled learning community, Marymount provides a wide range of professional development opportunities to help new and experienced educators understand and successfully deliver the curriculum. This consists of regular internal CPD facilitated by external speakers or members of Faculty sharing good practice. The School also takes advantage of the many opportunities available through the extensive networks it is associated with: RSHM, IBO, MAIS, GSA, BSA, CISC, MSA, CIS etc.

Assessment

Assessment is varied and takes cognisance of different learning styles and multiple intelligences. The application of learning is evidenced in a variety of contexts: oral presentations; individual and group projects; experiments; multi-media presentations; reflections and written work as well as end of unit tests, final assessments and biannual examinations (High School students only).

Learning is also evidenced in the extra-curricular life of the students which includes an array of activities providing opportunities for developing the different aspects of each student. The curriculum is flexible to cater for individual student needs and it is age appropriate. It is responsive to student aptitude and language ability. Considerable support is given to those who require additional assistance in order to access the curriculum fully and the Enrichment Programme allows those who are particularly gifted to be directed towards further challenging learning opportunities.

Academic Information

Complete course outlines and detailed information on curriculum and assessment can be found in the separate 'Curriculum Guide' *available on the School website*. However, the School reserves the right to add and/or delete courses and/or modify units of study depending on the size of classes, the number of students taking a particular course and specific circumstances.

Procedures

IB MYP

Students in Grades 6-10 must fulfil the requirements of the MYP, as well as the School's own requirements. These include:

Language & Literature (typically the language of instruction i.e English; however, some students in Grades 9 and 10 may, if it can be accommodated, take Japanese, Korean, Chinese, German, Italian, Spanish and French); Language Acquisition; Individuals and Societies; Mathematics; Design; Arts; Sciences; Physical Education; Religious Studies; Philosophy and Ideas; Core; Personal, Social, Health and Economic Education. Note: The School's Language Policy allows

for students in Grades 6,7 & 8 to have access to Mother Tongue Support classes if there are sufficient students and a teacher is available.

MYP Subject Choices

	6 th and 7 th Grade	8 th Grade	9 th Grade	10 th Grade	Options
Language & Literature	Language & Literature (English)	Language & Literature (English)	Language & Literature (English, French, Spanish, German, Mandarin, Japanese, Korean, Arabic)	Language & Literature (English, French, Spanish, German, Mandarin, Japanese, Korean,	
Language Acquisition	Language Acquisition (Spanish B, French B or English B)	Language Acquisition (Spanish B, French B or English B)	Language Acquisition (French B, Spanish B or English B)	Language Acquisition (French B, Spanish B or English B)	
<i>Additional Language & Literature</i>	<i>Additional Language & Literature (Mother Tongue Support)</i>	<i>Additional Language & Literature (Mother Tongue Support)</i>	<i>Additional Language & Literature – French, Spanish, Japanese, Mandarin, German, Korean, Arabic</i>	<i>Additional Language & Literature – French, Spanish, Japanese, Mandarin, German, Korean,</i>	
Latin	Latin	Latin	<i>Latin (option)</i>	<i>Latin (option)</i>	
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
Individuals and Societies	Social Studies (History and Geography)	Social Studies (History and Geography)	History	History	
			Geography	Geography	
Science	Combined Science	Combined Science	Combined Science	Biology	10 th Grade: select 2 of the 3 Sciences
		Chemistry	Chemistry	Chemistry	
		Physics	Physics	Physics	
Arts	Design Technology	Design Technology	Design Technology	Design Technology	
	Art	Art	Art	Art	

	Music	Music	Music	Music	10 th Grade: select 2 of the 3 Arts
	Drama	Drama	Drama	Drama	
	Dance	Dance	Dance		
Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies	
Philosophy and Ideas & Core Curriculum	Core	Core	Philosophy and Ideas	Philosophy and Ideas	
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	
PSHEE	PSHEE (Personal, Social, Health and Economic Education)	PSHEE (Personal, Social, Health and Economic Education)	PSHEE (Personal, Social, Health and Economic Education)	PSHEE (Personal, Social, Health and Economic Education)	
Core Elements	MYP Portfolio	MYP Portfolio	MYP Portfolio	MYP Personal Project	

As a basic guide, students are expected to achieve a minimum grade of 4 in a subject studied in the MYP before considering it for the IB Diploma especially for Higher Level.

IB Diploma

Students in Grades 11 and 12 may choose to complete the full IB Diploma. They will be required to select one subject from each of the six subject groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). HL courses, by definition, involve a greater depth of study and quantity of work, whereas SL courses are perhaps a little more broad in their approach. The following course selection sheet displays the choices a DP student would need to make before the start of the course.

I.B. Diploma Subject Group	Course	Level: HL/SL
GROUP 1: Studies in Language and Literature <i>Mother-tongue speakers or near-bilinguals</i>	Chinese A: Literature	HL SL
	English A: Literature	HL SL
	English A: Lang. & Lit.	HL SL

	French A: Literature	HL SL
	German A: Literature	HL SL
	Japanese A: Literature	HL SL
	Korean A: Literature	HL SL
	Spanish A: Literature	HL SL
	Other Language A: Literature*	HL SL
GROUP 2: Language Acquisition <i>Second Language</i> <i>speakers/learners:</i> “Language B” OR “Language <i>ab initio</i> ”	English B	HL SL
	French B	HL SL
	French <i>ab initio</i>	SL
	German B	HL SL
	Spanish B	HL SL
	Spanish <i>ab initio</i>	SL
	Other Language B / <i>ab initio</i> *	HL SL
GROUP 3: Individuals & Societies	Economics	HL SL
	Geography	HL SL
	History	HL SL
	Psychology (online)	SL
GROUP 4: Sciences	Biology	HL SL
	Chemistry	HL SL
	Physics	HL SL
GROUP 3/4: Trans-disciplinary	Environmental Systems & Societies**	SL
GROUP 5: Mathematics	Mathematics	HL SL
	Mathematical Studies	SL
GROUP 6: Arts OR elective (<i>Elective means</i> <i>6th subject may be</i> <i>chosen from Gp 1-4 above**</i>)	Music	HL SL
	Theatre	HL SL
	Visual Arts	HL SL
	Elective	HL SL
Optional 7th (<i>Elective means 6th subject</i>)	Further Mathematics	HL

<i>may be chosen from Gp 1-4 above**)</i>	Elective	HL SL
---	----------	-------

*Tuition paid privately between parent and tutor

**ESS students may take a 2nd Arts subject as 6th subject

While the School makes every effort to meet the choices of each student, all subject combinations cannot be guaranteed.

To be awarded the full Diploma, students must achieve a total of 24 points out of a possible 45 (subject to certain criteria) on the final IB exams and complete the EE, TOK and CAS components.

IB Diploma Certificates:

Students may choose to complete IB Diploma Certificates in individual subjects rather than complete the full Diploma. Separate qualifications are offered in TOK, the EE and also CAS.

Marymount High School Diploma:

Students in Grades 9-12 must fulfil the requirements of the Marymount High School Diploma. This is awarded to all students in Grades 9-12 who are taking courses that meet regularly throughout the year. On achieving a passing grade or better in a subject at the end of a year, students will receive one full credit. Students taking classes that meet fewer times per week throughout the semester will be awarded a partial credit upon achieving a passing grade or better. In order to be eligible for this Diploma, students must achieve a minimum total of number of credits. All the above criteria assume attendance at all classes, unless expressly permitted by school authority or medical authorisation.

Credits:

English – 4 credits

Language B – 3 credits

Social Studies – 3 credits

Science – 3 credits

Mathematics – 3 credits

In addition, Religious Studies and Physical Education are required each year of attendance at Marymount. All students in Grades 11 and 12 are also required to complete the CAS programme regardless of which options they choose to take.

Extra –Curricular Life

A variety of opportunities are available to the students in order to provide a holistic education for all. These include: Sports; Drama; Music; Educational Tours and trips; participation on numerous Leadership Teams: (National Honor Society, House Teams, Student Council, Student Goals and Implementation Committee, Boarding Council); Debating; MUN; Book Club, Retreats, Spiritual Life etc. (Further detail can be found in the Extra-Curricular booklet on the website).

Further Information

Should further information be required please contact the Deputy Head Academic via the following email address:

Mr Marcou – Deputy Head:

marcoun@marymountlondon.com

Information can also be found on the School website and also the IBO website (see links below).

References

- <http://www.marymountlondon.com/Philosophy-Objectives>
- <http://www.ibo.org/mission/>
- <http://www.ibo.org/myp/>
- <http://www.ibo.org/diploma/>
- **Other Marymount Policies that may be useful for reference can be found on the School website:**
- Language Policy
- Enrichment Programme
- Provision for students with special education needs and learning difficulties and disabilities
- Extra-Curricular Life

Approved: May 2016

Amended: May 2018

To be reviewed: May 2019

MARYMOUNT INTERNATIONAL SCHOOL ENRICHMENT **POLICY**

The Philosophy, Aims, and Objectives of the Enrichment Programme

In accordance with the School Mission, Marymount is dedicated to developing each student's full potential, thus providing a stable foundation to help meet the demands of a changing world. We educate students to be compassionate, responsible, and caring members of the community with skills that will enable them to think creatively, reason critically, communicate effectively and learn continuously.

All teachers enable gifted and talented students pupils achieve to their full potential. These pupils can expect to be challenged, motivated, and inspired to learn beyond the curriculum. The School's core curriculum is inclusive and differentiated, based on the principles of:

- Setting suitable learning challenges
- Building upon students' strengths
- Allowing students to learn at the pace, depth, and breadth appropriate to them
- Encouraging students to pursue interests beyond the curriculum

Definitions

- Gifted students have exceptional ability in one or more curriculum subjects. A student's ability is considered to be exceptional when she falls into the top 5%ile as measured by standardized tests, or when she is functioning 2 grade levels ahead of her peers in one or more subjects. A student can exhibit subject-specific giftedness, or can be considered globally gifted. A globally gifted student generally has a superior intellectual aptitude and will demonstrate exceptional ability across many areas of the curriculum.
- Talented students have exceptional ability in sports, the arts, and/or leadership.
- Gifted underachievers are students who have superior or above average intellectual aptitude and the intellectual ability to achieve to a very high standard, but who under-perform for various reasons.

Identification

Multiple criteria and sources of evidence are used to identify gifts and talents, including a broad range of quantitative and qualitative data. It is important that the abilities of gifted underachievers not be overlooked during screening. Although screening and identification are on-going, formal identification will occur after first term report cards come out and after the School receives standardized test results in January or February of each year. Students who fall within the top 5% of the IOWA or PSAT will automatically be placed on the Enrichment Programme Register.

Students remain on the Enrichment Register for one year, from January/February to the following January; to remain on the Register beyond that time, students must continue to meet the criteria when formal identification takes place. Once the Register has been finalized, a letter is sent to parents informing them of the decision to include their daughters on the Enrichment Programme Register. In rare instances, parents may not want their daughters to be involved and this will be respected.

Provision of Support

A Formal Written Plan will be developed in conjunction with classroom teachers, parents, and the student herself for gifted or talented students who require provision. Learning targets will be set collaboratively and monitored by all parties; progress will be measured in January and June.

Inclusion on the Enrichment Programme Register does not automatically entitle a student to in-school provision as the MYP or IB curricula may provide enough challenge for particular students, but students on the register receive information about provision outside of school. There is a nomination process that

will occur when it is felt that a student requires additional stretch or challenge beyond what is offered by the MYP and IB curricula. Gifted students in any grade can be nominated by teachers, parents, peers or they can nominate themselves based on any combination of the following:

- Standardized test data (top 5%ile in qualifying subtests of the IOWA or PSAT, or scores at the highest level on any subtest of the ISA)
- Renzulli's Scales for Rating the Behavioural Characteristics of Superior Students
- Informal checklists/inventories
- Observations/anecdotal records
- Performance indicators (grades, work samples, portfolio assessment)
- Criterion-based assessments (including tests, exams, and past papers)
- Maths Challenge results (Gold, Gold Olympiad or Gold Kangaroo)

Talented students can be nominated by teachers, parents, peers or they can nominate themselves based on any combination of the following:

- Renzulli's Scales for Rating the Behavioural Characteristics of Superior Students
- Informal checklists/inventories
- Observations/anecdotal records
- Awards or other formal recognition of talent
- Performing at a high level in a sport outside of Marymount, such as equestrian eventing or swimming

Although the School provides many opportunities for gifted and talented learners through a wide range of both local and international educational experiences outside of school, the bulk of in-school provision for gifted students will occur through effective differentiation by subject teachers. Differentiation will offer personalised learning pathways and emphasize the breadth, depth, and pace required to progress higher achievement. Differentiation strategies will include (but is not limited to) any combination of the following, as determined by each individual teacher in conjunction with the Learning Resources and Enrichment Programme Coordinator:

Flexible pacing

- Flexible or cluster grouping
- Curriculum compacting
- Advanced placement/higher level classes within the student's own grade
- Acceleration
- Enrichment activities within classroom
- Enrichment/extension activities outside of school hours, organised by subject teacher
- Assessment for Learning
- Opportunities to teach others
- The NHS Lecture Series

Opportunities for enrichment outside school

Gifted students will also be offered access to opportunities outside the school:

- Independent study

- Distance learning through Johns Hopkins, IGGY, and Duke University
- Summer Programmes in the UK and abroad through Johns Hopkins, IGGY, Duke University, The Gardner School's Summer of Discovery, etc
- Mentoring
- Other opportunities available through Learning Academy for Young Gifted and Talented Youth (YGT)

Provision for talented students will generally be comprised of opportunities outside of school. The LREPC will work with coaches, and music, art and drama teachers to determine appropriate provision for these students.

Assessment

Students' progress will be monitored by the Learning Resources and Enrichment Programme Coordinator in the following ways:

- Review of progress reports and report cards in January and June
- Updates from teachers regarding differentiation strategies used and their impact
- Formative and summative assessment data provided by subject teachers or the student herself
- Student work samples provided by teachers or the student herself
- Student reflections
- Student will meet with LREPC in January and June to discuss progress on learning targets

Students and their parents will meet with the LREPC in September and January.

Roles and Responsibilities

- The Learning Resources and Enrichment Programme Coordinator will perform the components of the programme as laid out in this Policy, until and unless the programme becomes large enough that an Enrichment Teacher is required. The LREPC will work with teachers to develop Formal Written Plans for each student, and will support teachers as they implement differentiation strategies into their curriculum. The LREPC will also provide School-wide in-service training as needed and report back to SLT about the development and implementation of the programme.
- SLT will support the programme through the teacher appraisal system, ensuring that teachers are differentiating appropriately and effectively for gifted students as well as monitoring the progress of those students. SLT will also support the programme through providing school-wide professional development opportunities in the following areas: differentiated instruction, assessment, and gifted and talented education. SLT will oversee levels of attainment and achievement of gifted and talented students and guide the school's Enrichment Programme Self-Evaluation Process. The School's performance against targets will be rigorously evaluated against clear criteria.
- Governors will support the programme through making funds available for resources and professional development as needed. Governors will also take a lead in celebrating achievements of gifted and talented pupils.
- Teachers will nominate students whom they believe fit the criteria for either being gifted or talented, and will work with the LREPC to develop an Enrichment Programme Formal Written Plan for those students. Teachers will differentiate effectively for their gifted students and review schemes of work to ensure the needs of gifted and talented learners are met, will monitor student progress throughout the year, and will help monitor the programme's overall effectiveness – 'value added' to the School by this programme.

Transition and Transfer

Each gifted student will start a new academic year with the Enrichment Programme Formal Written Plan that was developed and implemented the previous term. The LREPC will provide this document to the student's new teachers before the year begins and review it with each of the student's teachers to ensure that the transition is smooth.

Monitoring and evaluation of the Programme

The School will undertake a self-evaluation at the end of each academic year to determine the effectiveness of the overall programme and to make necessary changes. In addition to all aspects of this policy, other aspects to be considered would include:

- Relationship with other school policies
- Sustainability of the programme
- Teacher investment
- Parental feedback
- Value-added as measured by student attainment levels (quantitative) and student reflections (qualitative)
- Target setting for individual students and for the programme's development
- Planning for the future.