

Curriculum Policy	Policy Number	A 01
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Curriculum Policy “Empower students to learn for life and strive for excellence so that they can contribute positively to the global community.”	Prepared By	HR – Admin
	Issued By	HR Department

A01 CURRICULUM POLICY

Edison Group of Schools

Applies to:

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

The curriculum is the heart of every school. It reflects what a school values, what it believes students should learn and the experiences it provides to help students develop into successful and responsible members of society. At the Edison Group of Schools, the curriculum is far more than a collection of subjects and examinations. It is the carefully planned journey through which students acquire knowledge, develop skills, strengthen character and prepare for life beyond school.

The Edison Group is committed to providing a curriculum that is broad, balanced, challenging and inclusive. The curriculum is designed to inspire curiosity, promote academic excellence and encourage students to become independent thinkers who are capable of making positive contributions to their communities and the wider world.

As an international group of schools operating within the State of Qatar, the Edison Group recognises its responsibility to combine international best practice with local values and national priorities. The curriculum therefore reflects the requirements of the Ministry of Education and Higher Education (MOEHE), the National Curriculum for England, Cambridge International Education and Pearson Edexcel programmes, while also promoting Qatar National Vision 2030 and preserving Qatari culture, heritage and Islamic values.

The curriculum is designed not only to prepare students for examinations and qualifications, but also to equip them with the knowledge, skills and attitudes required to succeed in an increasingly complex and rapidly changing world.

2. EDISON GROUP VISION, MISSION AND CURRICULUM PHILOSOPHY

The curriculum is driven by the Edison Group Vision:

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society."

and the Edison Group Mission:

"Prepare all pupils through a relevant, challenging curriculum and well-resourced facilities to become lifelong learners contributing to a global society."

These statements are not simply displayed within school buildings; they serve as guiding principles for curriculum planning, teaching, assessment and student development.

The Edison Group believes that every child is capable of learning and achieving when provided with appropriate opportunities, support and challenge. Students learn in different ways and at different rates, and therefore the curriculum must be sufficiently flexible to respond to individual needs while maintaining consistently high expectations for all.

The curriculum should encourage students to become inquisitive learners who ask questions, explore ideas and seek solutions to problems. It should provide opportunities for creativity, innovation and independent thinking while also developing the resilience and perseverance necessary for long-term success.

The Edison Group also believes that education extends beyond academic achievement. A successful curriculum develops character, promotes wellbeing, encourages leadership and nurtures respect for others. Students should leave Edison schools not only with strong qualifications but also with the confidence, integrity and sense of responsibility needed to thrive in higher education, employment and society.

3. PURPOSE OF THE CURRICULUM POLICY

This policy establishes the principles, expectations and procedures that govern curriculum provision across all Edison Group schools.

The purpose of the policy is to ensure that:

- All students have access to a high-quality education.
- Curriculum provision is consistent across all campuses.
- Learning experiences promote both academic achievement and personal development.
- Curriculum planning supports progression from one year group to the next.
- Assessment is effectively integrated into teaching and learning.
- National and international requirements are fully met.
- Curriculum effectiveness is monitored and continuously improved.

The policy also provides a framework for curriculum leadership, curriculum review and quality assurance across the Edison Group.

4. CURRICULUM AIMS

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society"

The Edison Group curriculum aims to develop students who are knowledgeable, skilled, reflective and responsible. While academic achievement remains an important priority, the curriculum seeks to develop the whole child by addressing intellectual, physical, emotional, social, moral and cultural development.

Through the curriculum, students should develop strong literacy and numeracy skills that enable them to access learning across all subject areas. They should acquire a secure foundation of knowledge while also developing the ability to analyse information, evaluate evidence and apply learning in new situations.

The curriculum should help students become effective communicators who can express ideas confidently and respectfully. They should learn how to collaborate with others, solve problems creatively and use technology responsibly.

The curriculum also aims to foster an appreciation of diversity and encourage students to respect different cultures, traditions and perspectives. At the same time, students should develop a strong understanding of Qatar's history, culture and values and appreciate their role in supporting the continued development of the nation.

Above all, the curriculum should cultivate a lifelong love of learning and prepare students to adapt successfully to future challenges and opportunities.

5. ALIGNMENT WITH NATIONAL AND INTERNATIONAL REQUIREMENTS

The Edison Group curriculum has been carefully designed to ensure compliance with both national and international educational requirements.

At national level, curriculum provision aligns with the requirements of the Ministry of Education and Higher Education and supports the educational priorities identified within Qatar National Vision 2030 and the National Development Strategy 2024–2030.

At international level, the curriculum is informed by the National Curriculum for England and incorporates recognised Cambridge and Pearson pathways that provide students with access to internationally respected qualifications.

The curriculum also reflects the expectations of the New England Association of Schools and Colleges (NEASC) and supports the development of a strong learning culture, effective governance, student wellbeing and continuous improvement.

Rather than treating these frameworks as separate requirements, the Edison Group seeks to integrate them into a coherent educational experience that meets the needs of its students and communities.

6. CURRICULUM INTENT

The Edison Group curriculum has been designed with a clear intent: to provide students with the knowledge, skills, understanding and values they need to achieve success in school and beyond.

The curriculum intends to develop:

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Successful Learners

Students who enjoy learning, make progress and achieve high standards across a broad range of subjects.

Confident Individuals

Students who are resilient, self-motivated and capable of making informed decisions about their learning and future pathways.

Responsible Citizens

Students who demonstrate integrity, empathy, respect and responsibility in their interactions with others.

Global Citizens

Students who understand the interconnected nature of the modern world and appreciate cultural diversity.

Future-Ready Learners

Students who possess the technological, digital, communication and critical-thinking skills required for future success.

The curriculum intent provides the foundation upon which all curriculum planning, teaching and assessment decisions are based.

7. CURRICULUM STRUCTURE

The Edison Group provides a coherent and progressive curriculum pathway that supports students from their earliest educational experiences through to graduation and preparation for higher education. The curriculum is carefully structured to ensure continuity, progression and increasing levels of challenge as students move through each phase of their education.

Curriculum design is based upon the principle that learning should build systematically over time. Knowledge, skills and understanding developed in one year group should provide the foundation for future learning.

Teachers therefore have a responsibility not only for delivering their own curriculum content but also for understanding how their subject contributes to students' overall educational journey.

The curriculum structure reflects the needs of students at different stages of development while maintaining a clear focus on academic achievement, personal growth and future readiness.

The curriculum is organised into four main phases:

- Early Years Foundation Stage (EYFS)
- Primary School
- Lower Secondary School
- Upper Secondary School

Each phase has its own characteristics and priorities while remaining connected through common educational values, expectations and standards.

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8. EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage represents the beginning of a child's formal educational journey and provides the foundation upon which future learning is built.

The Edison Group recognises that young children learn most effectively through exploration, play, discovery and meaningful interactions with adults and peers. The EYFS curriculum therefore provides a rich, stimulating and nurturing environment that encourages curiosity, creativity and independence.

Children in the Early Years Foundation Stage are provided with opportunities to explore their interests, investigate new ideas and develop essential skills through carefully planned learning experiences. Practitioners observe children closely, respond to their interests and provide activities that support both individual development and group learning.

The EYFS curriculum is based upon the principles of:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

These principles guide all aspects of planning, teaching, assessment and interaction within the Early Years setting.

Learning is organised around the Prime Areas and Specific Areas of Learning identified within the EYFS Framework. However, these areas should not be viewed as separate subjects. Young children learn holistically, and practitioners should ensure that learning experiences provide opportunities for children to develop across multiple areas simultaneously.

Particular emphasis is placed upon developing communication skills, language acquisition, early literacy, early numeracy, social development and emotional wellbeing, as these provide the foundations for future academic success.

The EYFS curriculum should also promote independence, resilience, confidence and a positive attitude towards learning. Children should leave the Early Years Foundation Stage prepared for the transition into Year 1 and ready to engage successfully with the Primary curriculum.

9. PRIMARY CURRICULUM

The Primary curriculum provides students with a broad and balanced educational experience that develops foundational knowledge, skills and understanding across all areas of learning.

During the Primary years, students begin to develop the academic habits, learning behaviours and personal characteristics that will support future success. The curriculum aims to nurture curiosity, encourage exploration and establish secure foundations in literacy, numeracy and scientific understanding.

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The curriculum provides opportunities for students to develop their understanding across a wide range of subject areas while also encouraging creativity, communication, collaboration and critical thinking. Particular importance is placed on the development of reading, writing and mathematics. These core skills provide access to learning across all curriculum areas and are therefore prioritised throughout the Primary phase.

Students are encouraged to become increasingly independent learners who take responsibility for their work, contribute actively in lessons and develop confidence in their abilities. Teachers provide structured support while gradually increasing opportunities for students to work independently and apply their learning in different contexts.

The Primary curriculum also places considerable emphasis on personal development, wellbeing and character education. Students are encouraged to develop respect, responsibility, resilience and integrity through both classroom learning and wider school experiences.

Cross-curricular links should be used wherever appropriate to help students make meaningful connections between different areas of learning and understand how knowledge can be applied in real-life situations.

10. LOWER SECONDARY CURRICULUM

The Lower Secondary curriculum builds upon the foundations established during the Primary years and prepares students for the increased academic demands of Upper Secondary education.

Students are expected to become increasingly independent and reflective learners who are capable of analysing information, evaluating evidence and applying knowledge across a range of contexts.

The curriculum continues to provide breadth and balance while introducing greater depth and complexity within subject areas. Students encounter more specialised content and begin to develop subject-specific skills that prepare them for future examination programmes.

At this stage, students are encouraged to:

- Take greater ownership of their learning.
- Develop effective study habits.
- Engage in independent research.
- Strengthen critical-thinking skills.
- Improve organisational skills.
- Develop confidence in presenting and defending ideas.

Teachers should provide opportunities for inquiry, discussion, investigation and problem-solving while maintaining high expectations for academic achievement and personal conduct.

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The curriculum should also support students' personal, social and emotional development during a period of significant growth and change. Wellbeing, resilience and positive relationships remain important priorities throughout Lower Secondary education.

11. UPPER SECONDARY CURRICULUM

The Upper Secondary curriculum prepares students for external qualifications, higher education and future career pathways.

Students are provided with opportunities to specialise in areas of interest while maintaining a rigorous academic programme that develops advanced knowledge, understanding and skills.

The curriculum at this stage should challenge students intellectually and encourage them to think critically, work independently and engage deeply with subject content. Students should be expected to demonstrate increasing levels of responsibility, maturity and academic commitment.

Teaching should focus not only on examination success but also on preparing students for the demands of university study and employment. Students should develop skills such as:

- Research and investigation.
- Critical analysis.
- Problem-solving.
- Effective communication.
- Time management.
- Independent learning.
- Collaboration and leadership.

The curriculum should help students make informed decisions regarding future educational and career pathways while ensuring that they leave school equipped with the skills and attributes necessary for success in a rapidly changing world.

12. CAMBRIDGE AND PEARSON PATHWAYS

The Edison Group offers internationally recognised academic pathways that provide students with access to high-quality qualifications respected by universities and employers worldwide.

These pathways are carefully selected to provide academic rigour while supporting progression into higher education and future careers.

Cambridge International Education

Cambridge programmes are designed to develop students who are:

- Confident in working with information and ideas.
 - Responsible for themselves and respectful of others.
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- Reflective learners who evaluate their own progress.
- Innovative and equipped for future challenges.
- Engaged intellectually and socially.

Cambridge programmes encourage inquiry-based learning, critical thinking and the development of higher-order cognitive skills.

Pearson Edexcel

Pearson qualifications provide students with opportunities to develop academic knowledge alongside practical application and analytical thinking.

Pearson programmes are designed to prepare students for progression into higher education while ensuring that learning remains relevant, engaging and internationally recognised.

Both Cambridge and Pearson pathways support the Edison Group's commitment to academic excellence and future readiness.

The selection of pathways and subjects shall be reviewed regularly to ensure that curriculum provision continues to meet the needs of students and aligns with national and international developments.

13. CURRICULUM PLANNING

High-quality curriculum delivery depends upon effective planning at all levels. Curriculum planning ensures that learning is purposeful, progressive and aligned with the school's vision, curriculum objectives and assessment expectations.

Within the Edison Group, curriculum planning is viewed as a professional responsibility that requires collaboration, reflection and continuous review. Effective planning enables teachers to deliver engaging learning experiences while ensuring that curriculum objectives are achieved and students make expected progress.

Curriculum planning should not be viewed as a compliance exercise or simply a collection of documents. Rather, it should serve as a working framework that guides teaching, supports learning and promotes consistency across year groups, departments and campuses.

Planning should reflect:

- Curriculum objectives.
- Student needs.
- Assessment requirements.
- National priorities.
- International standards.
- School improvement priorities.

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Planning should remain flexible enough to respond to students' needs while maintaining clear expectations regarding curriculum coverage and progression.

Long-Term Planning

Long-Term Planning provides a strategic overview of learning throughout the academic year.

Long-Term Plans should identify:

- Curriculum objectives.
- Topics and units of study.
- Key concepts.
- Knowledge progression.
- Assessment opportunities.
- National identity links.
- Cross-curricular opportunities.
- Enrichment activities.
- Resource requirements.

Long-Term Plans help ensure that curriculum content is appropriately distributed across the academic year and that students experience a balanced and coherent programme of learning.

Long-Term Plans should be developed collaboratively by year groups and departments and reviewed annually.

The review process should consider:

- Student outcomes.
- Assessment data.
- Curriculum changes.
- Feedback from teachers.
- Parent and student feedback.
- School improvement priorities.

Long-Term Plans should remain living documents that evolve in response to changing educational needs and priorities.

Medium-Term Planning

Medium-Term Planning translates the broader objectives identified within Long-Term Plans into detailed termly programmes of learning.

Medium-Term Plans provide greater detail regarding:

- **Learning objectives.**
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- Success criteria.
- Curriculum content.
- Assessment opportunities.
- Differentiation strategies.
- Literacy opportunities.
- Numeracy opportunities.
- National identity integration.
- Digital learning opportunities.
- Resource requirements.

Medium-Term Plans should demonstrate clear progression in learning and provide sufficient detail to support effective classroom delivery.

Teachers should use Medium-Term Plans to ensure that learning is appropriately sequenced and that students are provided with opportunities to revisit and consolidate prior learning before moving on to more complex concepts.

Medium-Term Plans should also identify opportunities for:

- Inquiry-based learning.
- Collaborative learning.
- Problem-solving activities.
- Research activities.
- Practical experiences.
- Educational visits.
- Enrichment opportunities.

Department leaders and Accreditation Leaders should review Medium-Term Plans regularly to ensure consistency and quality across the curriculum.

Weekly and Short-Term Planning

Weekly planning translates curriculum objectives into daily learning experiences.

While planning formats may vary between phases and subjects, all weekly plans should clearly identify:

- Learning objectives.
- Success criteria.
- Teaching strategies.
- Assessment opportunities.
- Differentiation approaches.

Resources

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- Homework opportunities.
- Plenary activities.

Effective lesson planning should demonstrate how teachers intend to:

- Activate prior knowledge.
- Introduce new learning.
- Check understanding.
- Address misconceptions.
- Provide opportunities for practice.
- Extend and challenge students.
- Evaluate learning.

Teachers should use assessment information to adapt planning and respond to student needs. Planning should therefore be dynamic and responsive rather than fixed and inflexible.

The most effective planning occurs when teachers regularly reflect upon previous lessons and adjust future learning experiences accordingly.

Collaborative Curriculum Planning

The Edison Group strongly encourages collaborative curriculum planning.

Collaboration enables teachers to share expertise, promote consistency and improve curriculum quality.

Collaborative planning opportunities may include:

- Year-group planning meetings.
- Department meetings.
- Curriculum review meetings.
- Professional Learning Communities (PLCs).
- Cross-campus collaboration.
- Moderation meetings.

Collaboration is particularly important within the Edison Group as it helps ensure consistency across all campuses while promoting the sharing of effective practice.

Teachers should be encouraged to discuss:

- Curriculum sequencing.
- Assessment design.
- Differentiation strategies.
- Student progress.
- Resource development.
- Intervention approaches.

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The curriculum is strengthened when teachers work together to evaluate and improve learning experiences.

14. CURRICULUM IMPLEMENTATION

Curriculum implementation refers to the way in which the intended curriculum is delivered in classrooms and experienced by students.

Even the most carefully designed curriculum will only be effective if it is implemented consistently and successfully.

The Edison Group expects teaching to be characterised by:

- High expectations.
- Strong subject knowledge.
- Effective classroom management.
- Active student engagement.
- Appropriate challenge.
- Effective questioning.
- Meaningful assessment.
- Positive relationships.

Teachers should ensure that learning experiences are purposeful, engaging and accessible to all learners.

Students should understand:

- What they are learning.
- Why they are learning it.
- How success will be measured.
- What they need to do to improve.

Curriculum implementation should promote deep learning rather than superficial coverage of content.

Teachers should provide opportunities for students to:

- Apply knowledge.
- Make connections.
- Solve problems.
- Conduct investigations.
- Reflect on learning.
- Demonstrate understanding in different ways.

The implementation of the curriculum should be monitored regularly through learning walks, lesson observations, book scrutiny and student voice activities.

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15. NATIONAL IDENTITY, QATARI CULTURE AND ISLAMIC VALUES

As schools operating within the State of Qatar, the Edison Group has a responsibility to support national priorities and promote an appreciation of Qatar's history, culture and values.

National identity is not confined to Arabic Language, Islamic Studies and Qatar History lessons. It should be embedded throughout the curriculum and reflected in the daily life of the school.

Students should develop a deep understanding of:

- Qatar's history and heritage.
- Qatar National Vision 2030.
- National traditions and customs.
- Islamic values.
- Cultural identity.
- Civic responsibility.

Teachers should seek opportunities to integrate national identity into curriculum planning wherever appropriate.

For example:

A science lesson may explore Qatar's environmental sustainability initiatives.

A mathematics lesson may use local data and statistics relevant to Qatar.

A geography lesson may examine Qatar's physical and human geography.

An art lesson may draw inspiration from Islamic art or Qatari heritage.

National identity should be experienced authentically and meaningfully rather than being treated as an isolated topic.

The curriculum should help students develop pride in Qatar while also fostering respect for other cultures and perspectives.

16. TEACHING AND LEARNING EXPECTATIONS

The curriculum and teaching are inseparable. Effective curriculum implementation depends upon high-quality teaching and learning.

Teachers are expected to create learning environments that are engaging, inclusive and intellectually challenging.

Lessons should:

- Have clear learning objectives.
- Promote active participation.
- Encourage higher-order thinking.
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- Include opportunities for assessment.
- Provide appropriate challenge.
- Support all learners.
- Foster independence.

Students should be encouraged to take ownership of their learning and develop the habits associated with successful learners.

Teaching should promote:

- Curiosity.
- Creativity.
- Critical thinking.
- Collaboration.
- Communication.
- Reflection.

Teachers should use a variety of teaching strategies and adapt instruction to meet the needs of different learners.

Assessment should be integrated naturally into teaching and used to inform future planning and intervention. Learning should be viewed as an active process in which students are participants rather than passive recipients of information.

17. DIGITAL LEARNING, ARTIFICIAL INTELLIGENCE AND FUTURE-READY LEARNING

The Edison Group recognises that technology is transforming the way people learn, communicate, work and interact with the world around them. As education continues to evolve, schools have a responsibility not only to teach students how to use technology but also to help them understand how technology can be used responsibly, ethically and effectively.

Digital learning is not viewed as a separate element of the curriculum. Rather, it is integrated throughout teaching and learning to enhance student engagement, improve access to information, support collaboration and develop future-ready skills.

The Edison Group believes that technology should enhance learning rather than replace effective teaching. Digital tools should be used purposefully and strategically to support curriculum objectives, improve learning outcomes and provide opportunities for innovation and creativity.

Students should leave Edison Group schools with the confidence and competence to use technology responsibly in higher education, employment and everyday life.

The curriculum should therefore provide opportunities for students to develop:

- **Digital literacy**
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- Information literacy.
- Media literacy.
- Online safety awareness.
- Responsible digital citizenship.
- Technological problem-solving skills.
- Artificial Intelligence literacy.

Students should also understand that technology brings both opportunities and responsibilities. They should learn how to evaluate information critically, protect their privacy, communicate respectfully online and use technology in ways that support learning and personal growth.

Artificial Intelligence in the Curriculum

Artificial Intelligence is becoming an increasingly important part of modern society and will continue to influence education, business, healthcare, research and many other sectors.

The Edison Group believes that students should be prepared for this changing landscape through structured opportunities to learn about Artificial Intelligence and its applications.

Students should develop an understanding of:

- What Artificial Intelligence is.
- How AI systems operate.
- The benefits and limitations of AI.
- Ethical considerations associated with AI.
- Responsible use of AI technologies.
- The importance of human judgement and critical thinking.

Artificial Intelligence may be used within the curriculum to support learning, research, revision, creativity and problem-solving. However, students should understand that AI-generated content should never replace their own thinking, understanding or effort.

Teachers should help students develop the skills required to evaluate AI-generated information critically and identify potential inaccuracies, bias or misinformation.

All use of Artificial Intelligence within Edison Group schools must comply with the Academic Integrity Policy, AI in Learning Policy and AI Acceptable Use Policy.

The goal is not simply to teach students how to use AI tools, but to develop informed, ethical and responsible users of emerging technologies.

18. INCLUSION AND CURRICULUM ACCESS

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The Edison Group is committed to ensuring that every student has access to meaningful learning opportunities and is able to participate fully in the curriculum.

The curriculum should be designed and delivered in a manner that recognises and responds to the diverse needs of learners. Students enter school with different backgrounds, experiences, abilities, interests and learning profiles. Effective curriculum provision therefore requires flexibility, responsiveness and a commitment to equity.

Inclusion does not mean lowering expectations. Rather, it means ensuring that appropriate support, challenge and opportunities are available so that all students can achieve success.

Teachers should plan learning experiences that:

- Build upon prior learning.
- Address individual needs.
- Remove barriers to learning.
- Promote participation.
- Encourage achievement.

Differentiation should be embedded within curriculum planning and classroom practice. Teachers should adapt instruction, resources and learning activities to ensure that students can access learning while still being appropriately challenged.

The curriculum should also provide opportunities for students to demonstrate learning in different ways and celebrate success across a broad range of academic, creative, sporting and personal achievements.

Supporting Diverse Learners

The Edison Group recognises that some students may require additional support at various points throughout their educational journey.

Where appropriate, schools may provide:

- Targeted intervention programmes.
- Additional language support.
- Academic mentoring.
- Enrichment opportunities.
- Curriculum adaptations.
- Personalised support plans.

The effectiveness of support should be monitored regularly through assessment data, observations, progress reviews and discussions with students and parents.

Curriculum access should remain a shared responsibility involving teachers, school leaders, parents and students.

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More Able, Gifted and Talented Learners

The curriculum should also provide opportunities for students who demonstrate exceptional ability, talent or potential.

These students should be challenged through:

- Extension activities.
- Independent research projects.
- Competitions.
- Leadership opportunities.
- Enrichment programmes.
- Advanced learning experiences.

A high-quality curriculum should support all students, whether they require additional support or additional challenge.

19. CURRICULUM LEADERSHIP AND GOVERNANCE

Strong curriculum leadership is essential to ensuring consistency, quality and continuous improvement across the Edison Group.

Curriculum leadership operates at multiple levels and requires collaboration between governors, senior leaders, curriculum leaders and classroom teachers.

The Edison Group Managing Director and Senior Leadership Team holds ultimate responsibility for ensuring that curriculum provision remains aligned with the vision, mission and strategic priorities of the Edison Group.

The Edison Group Managing Director and Senior Leadership Team provides oversight of educational performance, curriculum development and student outcomes across all campuses.

The Senior Leadership Team is responsible for leading curriculum development across the Edison Group and ensuring consistency of standards between schools.

Campus Principals are responsible for implementing curriculum policies, monitoring curriculum quality and ensuring that curriculum provision meets the needs of students.

Accreditation Leaders and Heads of Department play a vital role in supporting curriculum implementation, monitoring standards and leading curriculum improvement initiatives within their areas of responsibility.

Teachers are responsible for delivering the curriculum effectively and ensuring that students experience high-quality learning opportunities on a daily basis.

Curriculum leadership should be viewed as a shared responsibility that requires collaboration, communication and collective accountability.

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20. CURRICULUM MONITORING

The Edison Group is committed to maintaining high standards of curriculum implementation and ensuring that students receive a consistently high-quality educational experience across all campuses.

Curriculum monitoring is not intended to be a fault-finding exercise. Rather, it is a process of professional reflection and continuous improvement that helps leaders understand the effectiveness of curriculum provision and identify opportunities for development.

Curriculum monitoring should focus on three key questions:

What are students intended to learn?

How effectively is the curriculum being delivered?

What impact is the curriculum having on student learning and development?

To answer these questions, schools should gather evidence from multiple sources.

Monitoring activities may include classroom observations, learning walks, planning reviews, book scrutiny, student interviews, assessment analysis and stakeholder feedback.

Leaders should look for evidence that:

- Curriculum objectives are being taught.
- Learning is appropriately sequenced.
- Students are making progress.
- Assessment is informing teaching.
- National identity is being promoted.
- Inclusion is evident in classroom practice.
- Technology is being used effectively.

Findings should be shared with staff and used to inform professional development and improvement planning.

21. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The Edison Group is committed to developing a culture of continuous improvement in which curriculum effectiveness is reviewed regularly and improvements are implemented systematically.

Quality assurance should not be viewed as a one-time activity. It should be embedded within the daily work of schools and supported by ongoing reflection, evaluation and action.

Curriculum quality assurance should involve:

- Self-evaluation.
- Data analysis.
- Stakeholder consultation.
- Monitoring activities.
- Improvement planning.

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- Evaluation of impact.

Each campus should conduct annual curriculum reviews as part of its broader self-evaluation process.

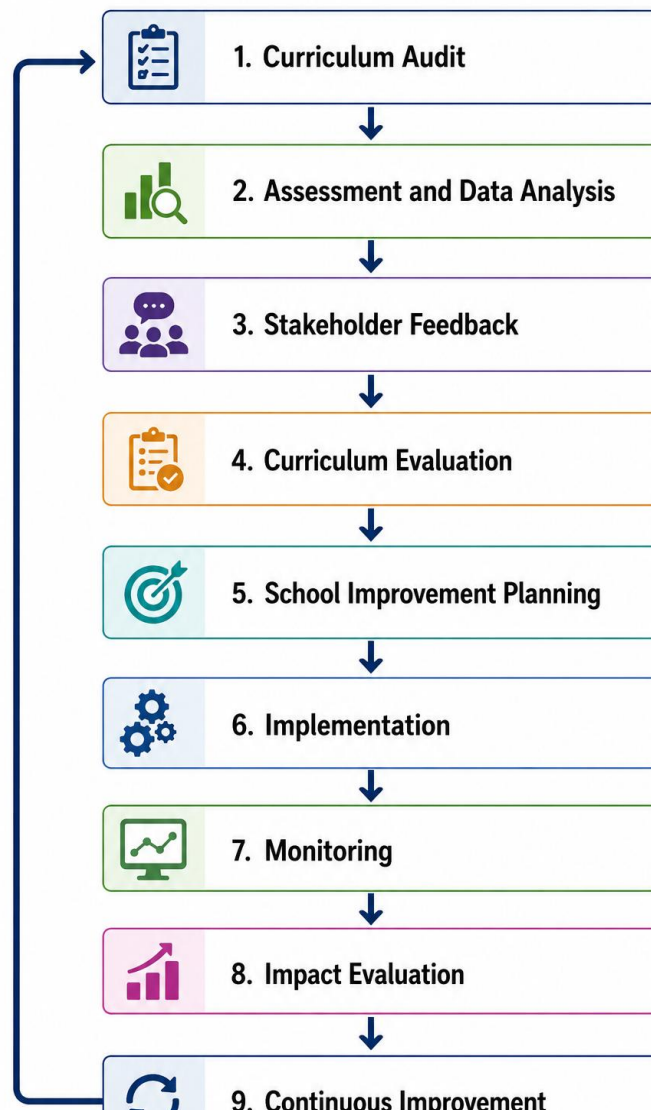
These reviews should consider:

- Student achievement.
- Student progress.
- Assessment outcomes.
- Examination results.
- Curriculum coverage.
- Student wellbeing.
- Parent feedback.
- Staff feedback.

The findings should be incorporated into School Improvement Plans and departmental action plans.

Edison Group Curriculum Improvement Cycle

The Edison Group shall follow a continuous improvement cycle that supports strategic curriculum development across all campuses.



This cycle aligns with NEASC expectations regarding evidence-based decision-making and continuous school improvement.

22. EVIDENCE, RECORDS AND DOCUMENTATION

Effective curriculum implementation requires accurate and organised documentation.

Curriculum documentation provides evidence of planning, delivery, monitoring and evaluation and supports both internal quality assurance and external review processes.

Schools should maintain appropriate curriculum records, including curriculum maps, long-term plans, medium-term plans, weekly plans, assessment schedules, curriculum review reports and departmental action plans.

Meeting minutes, moderation records, monitoring reports and curriculum evaluation documents should also be maintained to demonstrate ongoing curriculum development and quality assurance.

These records should be reviewed regularly and stored securely in accordance with Edison Group information management procedures.

23. SUCCESS INDICATORS

The effectiveness of the curriculum should be evaluated through a range of quantitative and qualitative measures.

Evidence of success may include improvements in student achievement, positive examination outcomes, strong progress measures, positive stakeholder feedback and successful accreditation outcomes.

However, curriculum success should not be measured solely through examination results.

A successful curriculum should also result in students who are confident, resilient, responsible, curious and prepared for future learning and life beyond school.

Indicators of success should therefore include academic, personal, social and emotional outcomes.

The ultimate measure of curriculum effectiveness is the extent to which students are prepared to thrive as lifelong learners and responsible global citizens.

24. POLICY REVIEW

This policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team in consultation with Campus Principals, Accreditation Leaders, and Heads of Department.

The review process shall consider changes in educational research, MOEHE requirements, Cambridge and Pearson expectations, NEASC standards and the strategic priorities of the Edison Group.

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Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team prior to implementation.

25. CONCLUSION

The curriculum is the most powerful tool available to schools for shaping the lives and futures of young people. Through a carefully planned, effectively delivered and continuously reviewed curriculum, the Edison Group seeks to provide every student with the opportunity to achieve academic excellence, develop strong character and contribute positively to society.

The curriculum reflects the values, aspirations and educational philosophy of the Edison Group. It combines international best practice with local relevance, academic rigour with personal development and innovation with responsibility.

By maintaining high standards, embracing continuous improvement and placing students at the centre of all decision-making, the Edison Group remains committed to providing an educational experience that truly empowers students to learn for life and strive for excellence.