



Granada International School
Curriculum/Teaching and Learning Policy

Policy Name	Curriculum/ Teaching and Learning Policy
School	Granada International School
Applies To	Teachers, Parents, guardians and Students
Approved By	Board / Proprietor / School Leadership
Review Date	_____
Next Review Date	_____

This policy is available on the public area of the school website and on request from the School Office.

1. Policy Statement

Granada School is committed to delivering a high-quality, internationally benchmarked education through the Cambridge Curriculum. This policy outlines the principles, structure, and procedures guiding curriculum design, implementation, and review to ensure excellence, inclusivity, and relevance.

2. Curriculum Philosophy

- Holistic Development: Nurturing intellectual, social, emotional, and physical growth.
- Global Standards: Aligning with Cambridge International expectations while contextualizing learning to local and global realities.
- Learner-Centered: Promoting inquiry, creativity, and independent thinking.
- Equity and Inclusion: Ensuring access and support for diverse learners.

3. Curriculum Structure

3.1 Cambridge Framework

- Primary (Cambridge Primary): English, Mathematics, Science, ICT, Global Perspectives, Arts, Physical Education.
- Lower Secondary (Cambridge Lower Secondary): Core subjects plus optional languages and creative disciplines.
- Upper Secondary (Cambridge IGCSE): Broad subject choices across Sciences, Humanities, Languages, Arts, and Technology.
- Advanced (Cambridge International AS & A Levels): Specialization in chosen fields preparing students for higher education.

3.2 Cross-Cutting Themes

- Digital literacy and responsible technology use.
- Environmental sustainability and global citizenship.
- Diversity, equity, and inclusion.
- Leadership, ethics, and community service.

4. Teaching and Learning Approaches

- Active Learning: Inquiry-based, project-based, and experiential methods.
- Differentiation: Tailoring instruction to varied abilities and learning styles.
- Technology Integration: Using digital tools to enhance engagement and access.
- Collaborative Learning: Encouraging teamwork, dialogue, and peer support.

5. Assessment Policy

- Formative Assessment: Continuous feedback through classwork, projects, and presentations.
- Summative Assessment: End-of-term exams, Cambridge checkpoint tests, IGCSE, and A-Level examinations.
- Transparency: Clear grading criteria communicated to students and parents.
- Feedback: Constructive, timely, and focused on improvement.
- Alignment: Assessments designed to meet Cambridge standards and objectives.

6. Curriculum Review and Development

- Annual review by the Curriculum Committee (teachers, administrators, parents, and student representatives).
- Incorporation of Cambridge updates and evolving educational needs.
- Pilot testing of new subjects or methodologies before full adoption.
- Continuous professional development for staff to ensure effective delivery.

7. Roles and Responsibilities

- School Board: Approves major curriculum changes.
- Principal: Oversees implementation and compliance.
- Teachers: Deliver curriculum, assess learners, and provide feedback.
- Students: Engage actively and responsibly in learning.
- Parents/Guardians: Support learning at home and collaborate with the school.

8. Policy Compliance and Monitoring

- Regular audits of lesson plans and teaching practices.
- Professional development programs aligned with Cambridge standards.
- Documentation and reporting of curriculum outcomes.
- Corrective measures for non-compliance.

9. Review Cycle

This policy will be reviewed every three years, or earlier if Cambridge International issues significant updates. All revisions will be communicated promptly to stakeholders.