

Policy: **Curriculum**



St Edward's
College,
Malta

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Who we are

Mission Statement

At St Edward's College we strive to create exemplary citizens in this increasingly globalised and technological world, placing strong emphasis on character formation, genuine intercultural understanding and leadership skills which will assist them to contribute to the well-being of society.

About us

St Edwards is an Independent private school which accepts students from Early Childhood to IBDP Sixth Form. The philosophy at SEC is driven by our approach to learning. TUL. We do not want a student to simply Learn, before learning the student must Understand, to understand the student must Think – TUL, Think Understand Learn.

This philosophy permeates through all sections of the college. Different sections of the college follow different over-arching curriculums that provide learning objectives for students at that grade level. These section or subject specific curriculum will be referred to in this document as (SSC).

Teaching Standards

St Edward's College upholds the following teaching standards across all sections and curriculums.

All Educators are expected to:

- Meet the academic needs of all learners. Educators meet the needs of all learners through differentiated teaching. Teachers should be able to challenge students to a level representative of their ability and give each student the opportunity to improve and grow.
- Hold themselves accountable for student learning. Educators take pride in the academic progress of all their students. They should feel invested in the development of all students and aim to maximize the potential of all students. Reflect on the results of external assessments and standards-based testing.
- Challenge students to think critically through the use of Think, Understand, and Learn. Educators utilize T.U.L strategies and give the students the requisite time to formulate thoughts, challenge their own understanding, and reflect on their thinking in order to learn.



- Collaborate Positively with other members of the College Community. Educators work as part of a team. Teachers and LSEs should work collaboratively to best meet the needs of all students. Teachers should also work collaboratively within their own departments and section, to share good practice and support one another. Educators should also have respect for all members of the college community and the work each person contributes to the overall success and running of the college.
- Deliver the mandated curriculum and where possible aid in its development. Educators need to be aware of the required curriculum as outlined in the Curriculum Policy. Teachers must be aware and fulfil all requirements of the curriculum, including all student achievements and benchmarks, coursework, and exam preparation.
- Utilize assessment for learning. Educators use assessment processes to inform them on student achievement and progress, which in turn influences future planning. Formative assessment should provide students with the necessary feedback for them to improve in their learning.
- Have a good rapport with students and aid in their holistic development. Educators are expected to develop a good rapport with students built on mutual respect. Educators are expected to be approachable whilst also maintaining professional distance. Educators collaboratively form Edwardians, this is done by aiding in their personal, social, emotional and psychological development as well as maintaining and uphold the colleges standard of discipline.
- Reflect on, and learn from practice, peer observations & P.D. sessions. Educators engage in reflective practice and are committed to improving their skills through active participation in professional development. Teachers are expected to continually develop their skills and practices by trying new methods and reflecting on their impacted.



Curriculum Implementation

Expectations and Responsibilities of teachers

- Teachers will deliver the SSC in full as intended and outlined by the relevant syllabus and curriculum documents.
- Wherever possible teachers will look to extend their teaching beyond the curriculum through lesson activities, outings and extracurricular activities that support students' natural curiosity and stimulate their creativity.
- Teachers will align their teaching vertically as well as horizontally. Linking to objectives covered across previous years or in other subjects to create a more holistic approach.
- Teachers will provide a smooth transition across year groups and sections and minimize learning gaps.
- Teachers will teach the curriculum in a student-centered approach that abides by the principles of TUL, allowing students the time and space to think, form connections and reflect on their work.
- Teachers will communicate the learning objectives in a clear manner, at the start of each lesson.
- Teachers will provide a scheme of work to their head of department and section.
- Teachers will keep a record of work and provide regular updates on student progress and assessment via the school's virtual platform (myschool).
- Teachers will provide lesson plans and work with LSEs to ensure that all students access the curriculum.

Expectations and Responsibilities of Heads of Departments (HoD)

- Heads of Department will ensure clear Schemes of Learning are being produced.
- Heads of Department will ensure that teachers have the necessary resources in order to effectively deliver the curriculum.
- Heads of Department will ensure that the booklist has all of the required books and does not list unused or underutilized items.
- Heads of Department will ensure that the methods of assessment; such as exam papers are suitable in terms of format, level of difficulty, alignment with the SSC and of high quality.

Expectations and Responsibilities of the Senior Management Team (SMT)

- SMT will monitor and mentor teachers to ensure they are delivering the SSC in a way that aligns with the SEC mission statement and Teaching Standards.
- SMT will provide feedback to teachers through mentoring on how to continually develop their teaching.
- SMT will identify areas for improvement amongst teachers and plan PD training accordingly.
- SMT will provide relevant support for subject and careers information for students.
- SMT will review and where needs be adapt the curriculum and subjects offered in every stage of the school.

Early Years

Throughout the Early Years classes, our pupils participate in a tailored programme designed to foster their development across multiple domains. While we adhere to the Maltese National Curriculum as our foundation, we consistently strive to challenge further the capabilities of our students.

Within this framework, children learn the importance of cooperation, comprehension, attentive listening, and effective communication within the classroom setting. We integrate projects into our teaching methodology linked with the Emergent Curriculum approach, where children are presented with learning opportunities and their interests are carefully observed and identified. Through observations, students' interests are identified and developed into a class project. Students are encouraged to engage in discussions, collaborate on building, and share their personal experiences, fostering the development of healthy self-esteem.

Learning opportunities are structured around these chosen projects, yet we also embrace spontaneous learning moments, where students' ideas are nurtured, shared, and learned from. Additionally, we instil in them a strong sense of moral understanding and independence, guiding them towards becoming self-reliant young learners and targeting our College ethos. During class sessions, students immerse themselves in learning through diverse mediums such as music, storytelling, craft expression, and physical activities, all of which significantly contribute to their social, emotional, and cognitive growth. These activities not only enable children to express themselves physically and articulate their emotions but also help them grasp fundamental concepts.

Our curriculum is designed to nurture holistic development by providing opportunities for verbal communication enhancement, turn-taking practice, teamwork cultivation, and an appreciation for various art forms. Activities range from role-plays and science experiments to cooking sessions and exercises aimed at improving gross and fine motor skills. Outdoor learning forms an integral part of our curriculum, empowering children to blossom in confidence as they explore the freedom, time, and space provided by outdoor learning experiences.

Throughout the Early Years classes, our pupils participate in a tailored programme designed to foster their development across multiple domains. While we adhere to the Maltese National Curriculum as our foundation, we consistently strive to challenge further the capabilities of our students.

As students continue to progress to Year 1 and Year 2, they transition to a blended approach, combining elements of the emergent curriculum supported by textbooks and workbooks to comprehensively address all curriculum areas.

National Toolkit for the Early Years Cycle:

https://curriculum.gov.mt/en/Curriculum/new_syllabi/Documents/Early_Years/Toolkit%20for%20the%20Early%20Years%20Cycle.pdf

While for Year 1 and Year 2 the teaching team also follow the Syllabi and Learning Outcomes:

<https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Pages/default.aspx>

Learning opportunities in Year 1 & Year 2 are offered in the following subjects:

- Mathematics
- English
- Maltese
- Science
- Religion
- PSED
- Art
- Drama & Music
- Sports



Junior School

The children from year 3 – 6 follow the Maltese National Curriculum. However extra extension material is covered in all subjects.

There are specialist teachers for the teaching of Maltese from year 3 upwards. Children who are international students may opt for Maltese for Foreigners or Extra English classes (T.E.F.L) from year 4, these lessons are taught in smaller groups, by specialist teachers.

Parent's may also opt out of the religion lesson and will be set individual work according to their needs.

A specialist teacher provides art classes twice a week and children are encouraged and supported to enter further artistic competitions of which we are proud of our success.

Drama and music lessons, again with a specialist teacher occur three times a week, develop the children's confidence and Christmas and spring concerts are a highlight of our school year.

The children are introduced to a wide range of sports through our PE programme, with three lessons per week, but extra time for break time 'house' competitive sports. From Year 3 the subject of Social Studies is introduced to the curriculum. This included Geography, History, and Civics. Italian, Spanish, and French are taught from Year 5 and 6, with options for specialism as the boys progress to Middle school.

Children follow both interactive and independent forms of learning which encourage their self-improvement as well as social skills. The extensive grounds are used for lessons, where the boys are taken outside for science experiments, gardening activities, reading etc.

Think, Understand Learn , visible thinking routines are used throughout the school to stimulate the children's curiosity and ability to co-operate with others.

Middle School

St. Edward's College Middle School is committed to providing a comprehensive and enriching educational experience for students in Years 7 and 8. Our curriculum policy outlines the structure, content, and delivery of the subjects offered, ensuring alignment with the Maltese National Curriculum and fostering holistic development.

Subject Offerings

- Religion or Ethics: 1 double lesson (1 hour 20 minutes) per week
- English: 3 double lessons (4 hours) per week
- Maths: 3 double lessons (4 hours) per week
- Maltese or Maltese for Foreigners or English as a Foreign Language (EFL): 3 double lessons (4 hours) per week
- Science: 3 lessons (2 hours) per week
- Foreign Language (Italian or French or Spanish): 3 lessons (2 hours) per week
- ICT C3: 1 double lesson (1 hour 20 minutes) per week
- Physical Education (PE): 1 double lesson (1 hour 20 minutes) per week
- Personal, Social, and Career Development (PSCD): 1 lesson (40 minutes) per week
- Art: 1 double lesson (1 hour 20 minutes) per week
- Drama: 1 double lesson (1 hour 20 minutes) per week
- History: 1 lesson (40 minutes) per week
- Geography: 1 lesson (40 minutes) per week
- Social Studies: 1 lesson (40 minutes) per week
- Activities Slot: 1 double lesson (1 hour 20 minutes) per week

Additional Information

ICT C3 Certification: Students undergo examination and practical assessments as set by the National Curriculum Centre. Marks are cumulative from Year 7 to Year 11, leading to a final certification at the end of Year 11.

Language Provision: Non-Maltese nationals with proficiency in English follow Maltese for Foreigners. A MATSEC qualification is attainable at the end of Year 11. Students needing English language support receive additional EFL lessons.

Individual Educational Programmes (IEPs): Tailored curriculum plans are available for students with specific needs. These are developed in collaboration with the INCO department and periodically reviewed to ensure student progress.

Subject Changes/Drops: Requests for changing or dropping subjects must be made in writing to the Head of Section and Headmaster. Decisions are made in consultation with school professionals and parents, subject to the Headmaster's discretion.

Curriculum Delivery

Alignment with National Curriculum: The curriculum adheres to the Maltese National Curriculum's Learning Outcomes Framework. Detailed syllabi can be found here:

https://curriculum.gov.mt/en/Curriculum/new_syllabi/Pages/year_07_08.aspx

St. Edward's College Middle School curriculum prepares students for future academic challenges, providing a well-rounded education that nurtures intellectual, social, and personal growth. Through engaging lessons, individualized support, and alignment with national standards, we empower students to excel academically and become responsible global citizens.



Senior School

St. Edward's College Senior School is committed to providing a holistic education and skill development. During Year 9, 10 and 11, students are prepped to sit for SEC examinations and IGCSE where possible.

Subject Offerings

Core

- English: 5 lessons (3hours 20 mins) per week
- Maltese or Maltese for Foreigners or English as a Foreign Language (EFL): 5 lessons (3hours 20 mins) per week
- Maths: 3 double lessons (4 hours) per week

Options

- Religion or Ethics: 1 double lesson (1 hour 20 minutes) per week
- Geography or History 3 lessons per week (2 hours)
- Foreign Language (Italian or French or Spanish): 3 lessons (2 hours) per week
- ICT C3: 1 lesson (40 minutes) per week
- 3 x Option subjects 2 Double lessons (2 hours 40 minutes) each per week from the following list:

- o Physics*
- o Chemistry*
- o Biology*
- o Business Studies
- o Economics
- o Accounts
- o Computing
- o Drama
- o Art
- o PE option
- o SEC VOC ICT
- o SEC VOC Media Studies

* At least one of the 3 science options must be chosen

Courses may not run if the number of students is below 5 students.

Non-Examinable subjects

Physical Education (PE): 1 double lesson (1 hour 20 minutes) per week

Personal, Social, and Career Development (PSCD): 1 lesson (40 minutes) per week

Additional Information

IGCSE exams: Wherever possible students are prepared to sit for IGCSE exams as well as SEC exams. In some subjects this may include some extra topics which may need to be covered in conjunction with the teacher or in some cases individually.

Maltese: Maltese as a first language is not available for IGCSE

Religion: Religion is not available for IGCSE

SEC Vocational Subjects: SEC Vocational subjects are not available for IGCSE

PE & PSCD: These are non examinable subjects.

Individual Educational Programmes (IEPs): Tailored curriculum plans are available for students with specific needs. These are developed in collaboration with the INCO department and periodically reviewed to ensure student progress.

Subject Changes/Drops: Requests for changing or dropping subjects must be made in writing to the Head of Section and Headmaster. Decisions are made in consultation with school professionals and parents, subject to the Headmaster's discretion.

Subject Syllabi

Sec Syllabi can be found here: [Syllabi - L-Università ta' Malta \(um.edu.mt\)](http://um.edu.mt).

IGCSE syllabi can be found here: [Cambridge IGCSE subjects \(cambridgeinternational.org\)](http://cambridgeinternational.org).

Sixth Form

The Sixth form follows the International Baccalaureate Diploma Program. All students are strongly encouraged to undertake the full diploma although students may opt to do IB courses.

The 6th form follows a weekly 40 lesson timetable. The following is the number of 40 minute lessons held per subject per week:

- 7 lessons per week in 3 HL subjects
- 5 lessons per week in 3 SL subjects
- 3 lessons per week for TOK
- 1 lesson per week for CAS

SEC will deliver the full IB curriculum in each subject with the intended Approaches to Teaching and Learning (ATL) and principles outlined in the IB "Diploma Programme: From principles to Practice" document and Diploma Guides. Teachers should aim to develop students in accordance to the "IB Learner Profile", international mindedness with reference to the Diploma Core.a

Higher level (HL) and Standard Level (SL) courses as well as Language B and Ab Initio courses are taught concurrently in the same classroom, with the exception of Maths Analysis and English A Language and Literature. Courses may not run if the number of students is below 5 students.

The subjects available are:

- | | |
|---|---|
| • English A Language & Literature HL & SL | • History HL & SL |
| • Self taught Literature A SL | • Physics HL & SL |
| • English B HL & SL | • Chemistry HL & SL |
| • French B SL & Ab Initio | • Biology HL & SL |
| • Italian B SL & Ab Initio | • Computer Science HL & SL |
| • Spanish B SL & Ab Initio | • Mathematics Analysis & Approaches HL & SL |
| • Environmental Systems & Societies SL | • Mathematics Application & Interpretation SL |
| • Psychology HL & SL | • Visual Arts HL & SL |
| • Philosophy HL & SL | |
| • Business & Management HL & SL | |

Other courses can be offered through Pamoja Online.

Subject syllabi are not publicly available but can be shared by teachers.

Inclusion Department

All students with a statement of needs has an IEP which defines their curriculum in more detail. Students with a one to one statement of needs – their IEP can be edited according to their needs in a free manner upon recommendations of the college. In all cases the needs of every student are met when curriculum decisions are taken.

For these students subjects can be:

- ·Dropped
- ·Adapted or
- ·Differentiated.

In addition they can also avail themselves of other subjects like cooking, swimming, numicon training etc – subjects which are not in the mainstream curriculum.

Students with a shared statement of needs can also have adapted subjects if they need to however the decisions taken in their IEP must respect the other student they are paired with.

CURRICULUM DEVELOPMENT



Contact Us

Any queries should be directed to mr Peter Moore, Curriculum development

- ***Phone***



+356 27881199

- ***Message***



pmoore@stedwards.edu.mt