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Foreword

At Cambridge International, we are committed to providing a high level of support for school leaders and teachers delivering Cambridge programmes. The *Implementing the Curriculum with Cambridge* guide is one of the cornerstones of this support and sets out our approach to teaching Cambridge at your school.

It provides a rich resource for school leaders to design, develop and implement the curriculum using Cambridge programmes and qualifications. It sets out some of the principles that underpin an effective curriculum and highlights considerations for school leaders, drawing on case studies and examples.

Nevertheless, at Cambridge, we recognise that the most important work in designing and implementing a school's curriculum is done by its leaders and teachers. It is you who ensure that any programme is adapted to your context, culture and ethos, and is tailored to your students' needs.

This flexibility is a fundamental principle of a Cambridge education. We do not believe that a common prescription is suitable for all countries and contexts. The result of a successful education is so much more than qualifications. It is well-rounded, curious and independent young people, ready to go out and make a difference to the world. We hope our learner attributes can contribute to this by encouraging teachers to focus on the strategies and habits needed for life-long learning within and beyond the taught curriculum.

At the time of writing this foreword, in July 2020, the education world has undergone tremendous disruption as a result of the Covid-19 pandemic. From school closures, to the cancelling of examinations worldwide, no part of our profession has been untouched. When the outbreak struck, the education community adapted swiftly. Schools around the world immediately began teaching and learning remotely, and Cambridge International developed a new system for awarding grades in the June 2020 series. Throughout this process, I've been struck by the strength of collaboration between ourselves and the global community of Cambridge schools, all equally determined to minimise the disruption to learners and allow them to continue their educational journeys.

The consequences of the pandemic are likely to be felt for many years to come. However, the essential building blocks to providing a well-designed and supported curriculum will remain the same.

Notwithstanding the disruption to education in 2020, the world of international education continues to evolve, and we are evolving our support to schools, reflecting our approach to education. The Cambridge family of organisations, including Cambridge University Press and Cambridge English, are working closer than ever together to ensure that we can offer our schools the best possible range of resources and guidance. We have also welcomed CEM into the Cambridge family, to offer formative baseline assessments to support every stage of the Cambridge Pathway.

Whether teaching in school or remotely, this guide is intended to help you make sense of your curriculum and plan for its development.

It should serve as a guide to the wide range of resources – subject syllabuses, learner and teacher support – from which schools can draw in building and delivering a curriculum appropriate to their learners' needs. At the same time, it sets out and explains the principles which we believe should underpin an effective school curriculum – principles based not on ideology but on our own research and that of others – and discusses how these principles can be applied in practice.

Christine Özden
Chief Executive, Cambridge Assessment International Education

Introduction

This guide will help school principals, school leaders, and others responsible for the educational programme in a school to design, develop, implement and evaluate the curriculum where Cambridge programmes and qualifications are followed.

Schools require well-designed and well-supported curricula to achieve their educational vision and aims. These aims usually include academic excellence, fulfilling the potential of every learner and nurturing the competencies learners need to succeed in higher education, the world of work and to lead fulfilled lives.
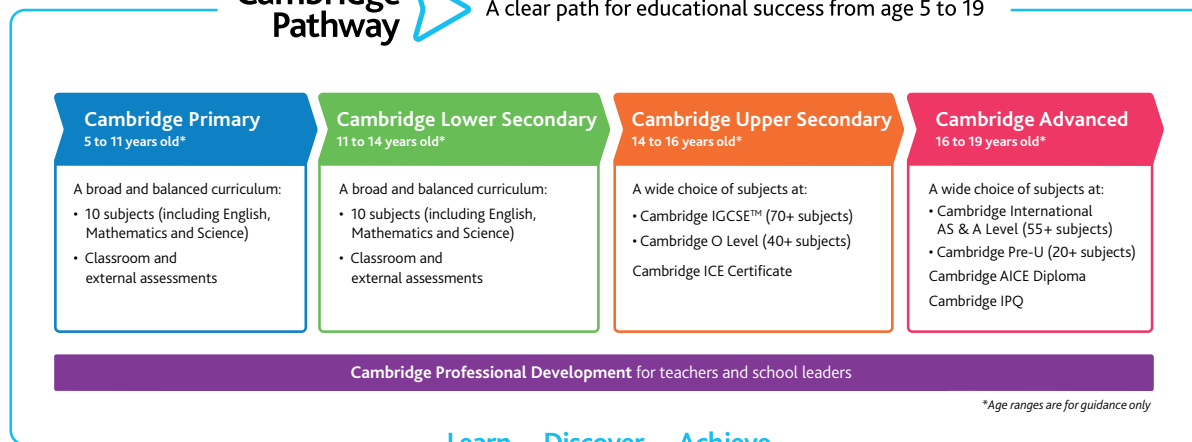
The guide focuses on the curriculum as a whole. It:

- identifies fundamental principles that we believe schools need to engage with while they design, implement and evaluate their curriculum
- considers practices that support these principles
- explains our programmes and the support we offer in detail
- highlights where to find more specific information

Schools are responsible for their own curriculum; our role at Cambridge is to support school leaders make informed decisions. The Cambridge pathway provides a coherent curriculum structure made up of four stages – from Primary to Advanced. Each stage builds on the previous one in a carefully aligned instructional system. Some schools choose to adopt the whole Cambridge continuum, others choose to offer one or two stages, while many schools combine Cambridge with other national and international programmes. This guide is relevant to all of these approaches.

Cambridge Pathway ▷ A clear path for educational success from age 5 to 19

Cambridge Primary	Cambridge Lower Secondary	Cambridge Upper Secondary	Cambridge Advanced
5 to 11 years old*	11 to 14 years old*	14 to 16 years old*	16 to 19 years old*
A broad and balanced curriculum: • 10 subjects (including English, Mathematics and Science) • Classroom and external assessments	A broad and balanced curriculum: • 10 subjects (including English, Mathematics and Science) • Classroom and external assessments	A wide choice of subjects at: • Cambridge IGCSE™ (70+ subjects) • Cambridge O Level (40+ subjects) Cambridge ICE Certificate	A wide choice of subjects at: • Cambridge International AS & A Level (55+ subjects) • Cambridge Pre-U (20+ subjects) Cambridge AICE Diploma Cambridge IPQ

Cambridge Professional Development for teachers and school leaders

*Age ranges are for guidance only

Learn • Discover • Achieve

The principles and practices outlined in this guide are based on our experience of listening to what schools want to achieve through their curriculum, and are informed by research-based best practice.

Every school is a unique community with its own identity and will be at a different stage in its evolution; some will be starting up while others will be evaluating where they are with a view to improving provision and practice. This guide is written with this fact in mind.

Curriculum, pedagogy and assessment are inherently linked. Hence, this guide focuses on curriculum within the context of the broader school policies and practices in which it is embedded. Developing the curriculum involves building school capacity, structure and operations to support it. This guide relates to all of these facets of effective schools.

Cambridge has produced two other guides and a series of resources that complement and further develop many of the points made in this guide.

1. Developing your school with Cambridge

2. Developing the Cambridge learner attributes

3. Other resources in our **teaching and learning area** including education briefs and getting started with guides.