

5. Cambridge International Resources and Support Services

This chapter highlights the range of support services and resources we offer to schools that are implementing Cambridge programmes. It gives an overview of the different types of support available and points to where to find more detailed information. The chapter also sets out the next steps for schools planning to introduce Cambridge or to expand their Cambridge offer.

We offer a range of support materials and services for teachers. These are aimed both at helping them effectively deliver our programmes and at meeting their professional development needs. All teachers can access this support, regardless of whether their school curriculum is wholly or partially based on Cambridge programmes.

For Upper Secondary and Advanced programmes, all our support can be accessed through the School Support Hub:
www.cambridgeinternational.org/support

For our Primary programme, all our support can be accessed via the Primary support site: ● <https://primary.cambridgeinternational.org>

And for our Lower Secondary programme, all our support can be accessed via the Lower Secondary support site:
● <https://lowersecondary.cambridgeinternational.org>

There are four major areas of support:

1. curriculum materials and resources
2. professional development
3. school improvement services and consultancy
4. help with expanding a school's Cambridge offer or becoming a Cambridge school.

5.1 Curriculum materials and resources

Our new School Support Hub for Cambridge Upper Secondary and Advanced programmes has now replaced the Teacher Support site, making it easier for teachers to find and download the assessment and teaching support materials

that they need to deliver Cambridge programmes. We provide a wide range of resources to support teaching and learning, including schemes of work, past papers, mark schemes, example candidate responses and examiner reports.

All registered Cambridge schools teaching our Cambridge Upper Secondary and Cambridge Advanced stages should make use of the School Support Hub regularly to find the resources they need.

The School Support Hub includes online teacher forums, which are a great way to keep up to date with the global Cambridge community. Cambridge teachers can use them to ask questions about their syllabus and get help and ideas from other teachers and subject experts.

Teachers can also use the 'Community Resources' area to upload their own resources to share with other Cambridge teachers, or download materials that others have uploaded to use in lessons.

www.cambridgeinternational.org/support

Assessment tools for Primary and Lower Secondary.

We provide dedicated online support to schools registered to offer Cambridge Primary and Cambridge Lower Secondary. For Primary and Lower Secondary programmes, Progression Tests are end-of-stage tests available for English, English as a Second Language, Mathematics and Science. They are designed to measure learners' progress and identify their strengths and weaknesses. For the Lower Secondary programme you can choose between paper-based and on-screen versions, depending on which is most suitable for your learners and your school.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/cambridge-primary/assessment/>

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<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/assessment/>

Curriculum Support

Schemes of work are medium-term course plans that are available for many of our subjects. They provide suggested teaching sequences and activities for the classroom. We have designed our schemes of work to be as flexible as possible and teachers choose which approach to take.

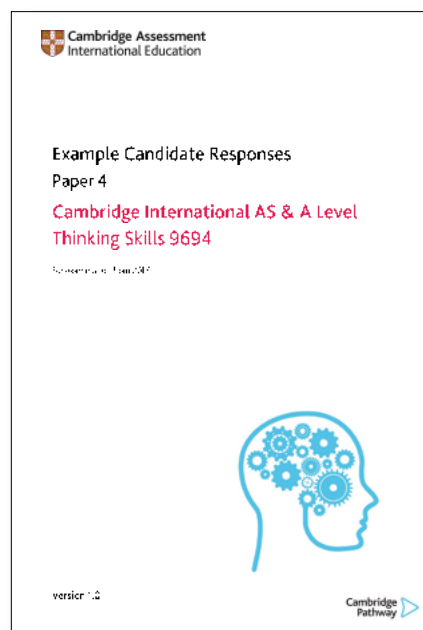
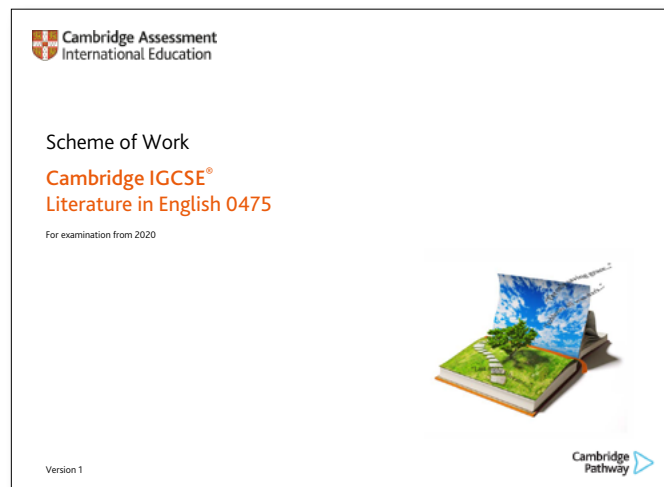
Teacher guides - some subjects have teacher guides which provide extra guidance to help teachers plan their lessons effectively, taking into account the language needs of learners. There are also suggestions to help prepare Upper Secondary and Advanced learners for their final assessment.

Learner guides are for teachers to share with Upper Secondary and Advanced learners to help them plan their revision programme and better understand what to expect in the examinations.

● Resource Plus

Resource Plus is a collection of additional teaching and learning resources designed to help Cambridge teachers deliver challenging concepts and skills in some of our most popular syllabuses. Resource Plus materials have been created by subject experts to give you the confidence to teach new syllabus content, deliver engaging lessons, and clearly explain concepts that can be difficult for learners to understand. Some resources provide teaching support for the syllabus as a whole, while others cover individual areas in depth. More information can be found at: ● www.cambridgeinternational.org/resourceplus

For our Upper Secondary and Advanced qualifications there are also example candidate responses. These booklets use examples of candidates' work to show how different levels of performance (high, middle, low) relate to the subject's curriculum and assessment objectives. Each answer is annotated with examiner comments on the awarded mark and any mistakes the candidate has made. The examiner explains how the candidate could have improved their answer, and lists common mistakes made in this question across all candidates who sat the



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exam. They help teachers to understand the standard required to achieve marks, beyond the guidance of the mark scheme.

● Endorsed resources

In addition to the resources produced by Cambridge International, we also endorse resources from a range of publishers. Endorsed resources go through a rigorous quality-assurance process to make sure they closely reflect the curriculum framework or syllabus and are appropriate for Cambridge schools worldwide. Resources may be 'endorsed for full syllabus coverage' or endorsed to cover specific sections, topics or approaches.

● <http://www.cambridgeinternational.org/support-and-training-for-schools/endorsed-resources/>

Exam preparation materials

Past question papers: We publish past papers for each subject. These give learners the opportunity to practice at answering different types of question.

Examiner reports: Our principal examiners write detailed reports describing learners' overall performance on each part of the question. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Grade thresholds: These show the minimum number of marks learners needed to achieve in order to be awarded a particular grade.

Mark schemes: These help teachers understand how marks are awarded for each question and what examiners look for when they mark.

Coming soon: Test Maker - a new online service allowing teachers to compile customised test papers using a large bank of past exam questions

For more information go to www.cambridgeinternational.org/support see also: ● <https://vimeo.com/259843531>

5.2 Professional development

The overarching aim of Cambridge professional development is to work with schools to transform classroom practice in order to improve student outcomes.

We offer a coherent framework of training and professional development for teachers in Cambridge schools, designed to meet the needs of teachers who have different levels of experience. The support we offer for teachers includes courses and resources aimed at developing the knowledge and skills teachers need to deliver specific programmes and qualifications, and others that are more general, aimed at developing teaching strategies, skills and reflective practice.

We offer courses, seminars and conferences, face-to-face and online training events and webinars. Our online courses are delivered via our virtual learning environment and help teachers to build links and exchange ideas with other Cambridge schools internationally.

Teaching Cambridge programmes and qualifications

We offer three levels of programme-specific and qualification-specific professional development, which we are continually developing and expanding:

Introductory level

Introductory Training is for teachers who are new to Cambridge programmes and qualifications. It introduces teachers to Cambridge programmes, syllabuses and curriculum frameworks and enables them to teach our syllabuses with greater confidence. We strongly recommend this training to teachers who are new to Cambridge or new to a specific qualification.

Teachers will typically learn about:

- Cambridge Assessment International Education
- the aims and structure of Cambridge programmes, syllabuses and curriculum frameworks
- assessment aims and objectives
- question papers, marking exercises and examiner feedback (only applicable for Cambridge Upper Secondary and Cambridge Advanced qualification training)

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- Progression Tests, Cambridge Primary Checkpoint and Cambridge Lower Secondary Checkpoint tests
- teaching ideas and approaches, endorsed resources that are available to support teaching.

This training is available face-to-face and online. All of our online training can be accessed on our [Professional Development Learning Community website](#).

Extension level

Extension Training is for teachers who have some experience of teaching Cambridge programmes and qualifications. The training in this area enables teachers to engage with our syllabuses and curriculum frameworks in greater depth and build confidence in their delivery. We recommend this training to teachers who have attended Introductory Training and/or have been teaching Cambridge programmes and qualifications for at least one year or one exam cycle.

Teachers will:

- review syllabus and curriculum framework design and the assessment aims
- learn about any major updates to our syllabuses or curriculum frameworks
- extend their understanding of the assessment process through reviewing past question papers, marking exercises, examiner feedback as well as developing practice questions for Cambridge O Level, Cambridge IGCSE, Cambridge International AS & A Level and Cambridge Pre-U
- explore Progression Tests, Cambridge Primary Checkpoint and Cambridge Lower Secondary Checkpoint
- create schemes of work and curriculum resources
- share a range of approaches to teaching and learning.

Enrichment level

Enrichment Professional Development is for teachers and school leaders who have been teaching or implementing Cambridge programmes and qualifications for at least a year and would like to develop their practice in specific areas. This

level of our training encourages teachers to reflect on, and take greater responsibility for their teaching, as well as become more innovative in their classroom practice.

There are three different strands to our offer at this level. Teachers and school leaders can choose to focus on:

- skills, concepts or ideas (subject based)
- skills, concepts or ideas (not subject-based)
- a particular aspect of a syllabus or curriculum framework.

This training is available face-to-face, online or a blend of both.

Examples of Enrichment Professional Development include Active Learning and Assessment for Learning, The Inclusive Classroom, and Developing your Leadership with Cambridge.

For a list of forthcoming courses, as well as details of how to enrol, go to:

- <http://www.cambridgeinternational.org/cambridge-professional-development/events-and-training-calendar/>

Cambridge Professional Development Qualifications

Cambridge Professional Development Qualifications (Cambridge PDQs) transform professional learning for practising teachers and leaders. They provide formal recognition and reward for a school's commitment to establishing a culture of ongoing teacher and school leader development.

Specifically, Cambridge PDQs:

- meet the needs and priorities of the individual and the school
- scaffold school-based professional development
- enhance professional thinking and practice to improve the quality of learning
- provide international benchmarks for professional learning, leading to valuable certification and progression
- energise professional learning communities.

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For full details of our Professional Development Qualifications, go to:

- www.cambridgeinternational.org/pdq

5.3 School improvement services

School Self-Evaluation

Effective schools successfully progress the learning and development of all of their students, regardless of background, beyond their normal expected rate of growth. To support the progress of their students, many schools regularly review their performance to identify ways in which they can become more effective.

As part of this review process, schools often base their evaluations on evidence from practice. This means that any decisions about how to improve school performance are informed by data.

We have developed a range of surveys that form the basis of a school self-review. Schools can use these to collect feedback from the school's key stakeholder groups: parents, students and teachers. Each of the surveys is based around a set of standards for School Self-Evaluation, which have been developed by Cambridge International and tailored specifically for Cambridge schools. The standards are grouped into five key areas, or domains. Each domain contains a set of standards which help to define the features of an effective school.

Once the school has conducted the surveys, Cambridge will produce a report on the results that combines and compares responses from parents, students and teachers. We will then schedule a video conference or face-to-face meeting with the school leadership team. This meeting is an opportunity to discuss the report's findings, decide on any areas for further analysis, and identify the next steps in the school improvement process. For full details visit: www.cambridgeinternational.org/support-and-training-for-schools/school-improvement/

School consultancy

We can provide local support and guidance for teachers and school leaders involved in implementing the Cambridge curriculum. By working closely together, we are able to respond to specific needs and provide a more

personalised experience. We can also help identify solutions or processes to address any specific problems or challenges. For longer term support, we can work together to develop and implement a more formalised programme.

Specific areas might include:

- school improvement planning
- improving the quality of teaching and learning
- teacher appraisal and development
- student assessment and tracking
- resourcing the school
- mobilising the school community.

To talk to Cambridge International about further support, please email: info@cambridgeinternational.org with 'Local support request' in the email subject line.

For more information, see:

- www.cambridgeinternational.org/school-improvement

5:4 Expanding the Cambridge offer or becoming a Cambridge school

For Cambridge schools interested in taking on additional Cambridge qualifications and programmes,, please contact us at: info@cambridgeinternational.org

To find out more about how to become a Cambridge school, please refer to the registration process here:

- www.cambridgeinternational.org/i-want-to/join-cambridge/

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