Learn more about our Cambridge Primary and Lower Secondary programme (ages 5 to 14)

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Head of Primary and Lower Secondary

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School Implementation Manager – North America
What we will cover in today’s session

- Cambridge curriculum
- Cambridge pedagogical approach
- Cambridge assessments
- Sharing ideas for future development plans
Cambridge curriculum
Current Cambridge Primary and Lower Secondary subjects

- English as a first language
- English as a second language
- Global Perspectives
- Mathematics
- Science
- Art & Design
- Computing
- Digital Literacy
- Music
- Physical Education
Cambridge Global Perspectives – six skills

- Analysis
- Research
- Collaboration
- Reflection
- Communication
- Evaluation

Cambridge Lower Secondary Global Perspectives skills
How many stages (grades) is Global Perspectives available to learners across the Cambridge Pathway?

- 2
- 4
- 10
- 12
- 13 ✔

<table>
<thead>
<tr>
<th>Primary</th>
<th>Lower Secondary</th>
<th>O Level / IGCSE</th>
<th>AS &amp; A Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0838)</td>
<td>(1129)</td>
<td>(2069) O Level (0457) IGCSE</td>
<td>(9239)</td>
</tr>
<tr>
<td>6 Years</td>
<td>3 Years</td>
<td>2 Years</td>
<td>2 Years</td>
</tr>
</tbody>
</table>

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https://blog.cambridgeinternational.org/developing-curriculum-progression-forwards-backwards-up-down-and-across/
## Curriculum Design – Cambridge Global Perspectives

### Strand: Communication

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3-4</th>
<th>Stage 5-6</th>
<th>Stage 7-8</th>
<th>Stage 9</th>
<th>IGCSE</th>
<th>AS &amp; A Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer questions with relevant information about a given issue.</td>
<td>Talk about a given issue, giving relevant information.</td>
<td>Present information about a given issue clearly and with an appropriate structure.</td>
<td>Present information clearly with an appropriate structure and with some reference to sources where appropriate.</td>
<td>Present information and arguments clearly with some reasoning, referencing sources where appropriate.</td>
<td>Present coherent, well-reasoned and clearly structured arguments, including in-text citations and detailed referencing where appropriate.</td>
<td>Select and present relevant arguments, evidence and perspectives clearly and with structure.</td>
<td>Produce structured, written arguments using appropriate terms and referencing where applicable. Produce a structured presentation using language appropriate for the audience (AS Level only). Communicate information visually in order to engage an audience (AS Level only).</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Primary Checkpoint</th>
<th>Lower Secondary Checkpoint</th>
<th>O Level / IGCSE</th>
<th>AS &amp; A Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Report</td>
<td>Research report</td>
<td>Component 1</td>
<td>Component 1</td>
</tr>
<tr>
<td>300-500 words</td>
<td>800-1000 words</td>
<td>Written exam</td>
<td>Written exam</td>
</tr>
<tr>
<td>Personal reflection</td>
<td></td>
<td>4 questions</td>
<td>3 questions</td>
</tr>
<tr>
<td>350-450 words</td>
<td></td>
<td>Component 2</td>
<td>Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual report</td>
<td>1750-2000 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1500-2000 words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Component 3</td>
<td>Component 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team project</td>
<td>Team project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team element</td>
<td>Personal Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>300-400 words</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal element</td>
<td>Personal element</td>
</tr>
<tr>
<td></td>
<td></td>
<td>750 -1000 words</td>
<td>800 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Component 4</td>
<td>Cambridge Research Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Report</td>
<td>5000 words</td>
</tr>
</tbody>
</table>
Cambridge pedagogical approach
Cambridge Learner Attributes

We help schools encourage learners to become:

- **Confident**
- **Innovative**
- **Reflective**
- **Engaged**
- **Responsible**

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Pedagogy

How do the emphasis of the five Learner Attributes (confident, responsible, reflective, innovative and engaged) complement teaching and learning in your school/district?
# Cambridge Learner Attributes

<table>
<thead>
<tr>
<th>Cambridge learners</th>
<th>Cambridge teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td>Confident in teaching their subject and engaging each student in learning. Cambridge teachers know their subject well and know how to teach it. They seek to understand their students and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.</td>
</tr>
<tr>
<td></td>
<td>Confident in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Responsible for themselves, responsive to and respectful of others. Cambridge teachers take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.</td>
</tr>
<tr>
<td></td>
<td>Responsible for themselves, responsive to and respectful of others. Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Reflective as learners, developing their ability to learn. Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.</td>
</tr>
<tr>
<td></td>
<td>Reflective as learners themselves, developing their practice. Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, evaluation and adaptation. They support students to become independent and reflective learners.</td>
</tr>
<tr>
<td>Innovative</td>
<td>Innovative and equipped for new and future challenges. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.</td>
</tr>
<tr>
<td></td>
<td>Innovative and equipped for new and future challenges. Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative and flexible. They are always ready to learn and apply new skills and techniques.</td>
</tr>
<tr>
<td>Engaged</td>
<td>Engaged intellectually and socially, ready to make a difference. Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.</td>
</tr>
<tr>
<td></td>
<td>Engaged intellectually, professionally and socially, ready to make a difference. Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.</td>
</tr>
</tbody>
</table>
Cambridge Learner Attributes

Active Learning
https://www.cambridge-community.org.uk/professional-development/gswal/index.html

Cambridge Learner Attributes


Cambridge assessments
How many layers of assessment are available within the Cambridge Primary and Lower Secondary Programme?
Assessment options

- **CEM**
  - measure potential

- **Classroom Assessment Guidance**
  - provide feedback

- **Progression Tests**
  - monitor progress

- **Checkpoint**
  - check achievement
Comparing our assessment options

Monitor progress
Cambridge Primary Progression Tests help you to assess knowledge, skills and understanding. Use them to check learners’ progress at any time of year, as many times as needed, throughout Stages 3, 4, 5 and 6 of Cambridge Primary.

Measure
- Learners’ skills and understanding in English as a First or Second Language, Maths and Science.

Marking
- Marked by teachers.

Frequency
- At any time in the year, as many times as needed.

Benefits
- Get detailed information about learner performance.
- Compare strengths and weaknesses of individuals and groups.
- Use our clear guidance, standards and mark schemes.
- Give structured feedback to learners and parents.

Check achievement
Use Cambridge Primary Checkpoint to monitor individual and group performance at the end of the primary programme. As the tests are internationally benchmarked, you can have extra confidence in the feedback you receive and share with parents.

Measure
- Learners’ skills and understanding in English as a First or Second Language, Maths, Science and Cambridge Global Perspectives.

Marking
- Marked by Cambridge International.

Frequency
- At the end of Cambridge Primary.

Benefits
- See how your learners are performing against an international benchmark, and in comparison to the rest of their class.
- Easily monitor group and individual performance.
- Learners receive a statement of achievement and a diagnostic feedback report.

Measure potential
Cambridge CEM’s computer-based assessments for 5 to 11-year-olds help you identify and diagnose learning needs, and measure and benchmark learners’ potential. The baseline and diagnostic assessments adapt to each student’s level, quickly and accurately identifying their abilities in core academic skills.

Measure
- Track learners’ aptitude in core skills.

Marking
- Computer-based assessment, with results provided automatically.

Frequency
- Usually at the beginning or the end of the academic year.

Benefits
- Understand students’ potential and what they are learning.
- Benchmark performance against students of a similar age.
- Plan your interventions to help students improve on areas of weakness and reach their potential in strength areas.

Provide feedback
We encourage you to assess our creative subjects in the classroom through discussion, observation and lesson outputs as opposed to asking learners to sit a test. We provide assessment guidance to help you give formative feedback on the skills you want learners to develop so that they can reflect on, and improve, their performance. Cambridge resources also provide a range of formative assessment opportunities and full support to implement them.

Measure
- Skill development.

Marking
- By teachers.

Frequency
- Throughout the academic year.

Benefits
- Give feedback on ‘what went well’ with students, and how they can improve further.
- Students can reflect on and improve their performance.
Future Developments
What’s next for Cambridge Primary and Lower Secondary

- **May 2023**: New Cambridge Checkpoint reporting, performance bands and scores
- **September 2023**:
  - New Humanities Curriculum
  - New Modern Foreign Languages curriculum
  - Music - New Collins textbook
- **September 2024**: New Wellbeing curriculum
- **September 2024**: New Cambridge Primary Insight
What else would you like from Cambridge?

- Curriculum
- Pedagogical Approach
- Assessments
- Professional Development
- Support materials
- Something else?

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Learn more about our Primary and Lower Secondary Programme
Registered Cambridge Schools – support sites

https://primary.cambridgeinternational.org/

https://lowersecondary.cambridgeinternational.org/
Cambridge Primary and Lower Secondary public website

- [https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/)

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Thank you
Any questions?
Your feedback

- Please let us know your views on this session
- Scan the QR code and share your feedback with us
Learn more!
Getting in touch with Cambridge is easy

Email info@cambridgeinternational.org
or telephone +44 1223 553554
Curriculum – English as a Second Language

- How can our English as a Second Language curriculum provide a layer of support for students at your school/district?
Comparing English as a first and second language

<table>
<thead>
<tr>
<th>English</th>
<th>English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge Primary English is designed for learners who speak English as a first language: those who either speak English at home or have other significant experience of communicating in English (e.g. at an English-speaking kindergarten).</td>
<td>Cambridge Primary English as a Second Language is designed for learners who speak a language other than English at home.</td>
</tr>
<tr>
<td>It is expected that when learners start Stage 1 of Cambridge Primary English, they will already have:</td>
<td>There is no expectation that learners will have prior experience of English before starting Stage 1 of Cambridge Primary English as a Second Language.</td>
</tr>
<tr>
<td>- well-developed English speaking and listening skills</td>
<td></td>
</tr>
<tr>
<td>- some experience of reading and writing in English.</td>
<td></td>
</tr>
</tbody>
</table>
## Comparing English as a first and second language

<table>
<thead>
<tr>
<th>English</th>
<th>English as a Second Language</th>
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</thead>
<tbody>
<tr>
<td><strong>What knowledge, skills and understanding does the subject develop?</strong></td>
<td></td>
</tr>
<tr>
<td>Cambridge Primary English develops:</td>
<td>Cambridge Primary English as a Second Language develops:</td>
</tr>
<tr>
<td>• skilled communicators for a range of different purposes and audiences</td>
<td>• effective use of English for the purposes of practical communication</td>
</tr>
<tr>
<td>• competent readers who appreciate a wide range of different texts, including those from different periods and cultures</td>
<td>• confidence in reading a range of texts</td>
</tr>
<tr>
<td>• skills in evaluating and analysing written and spoken language</td>
<td>• an awareness of the nature of language and language-learning skills</td>
</tr>
<tr>
<td>• a solid foundation for the further study of English (as a first language).</td>
<td>• a solid foundation for the further study of English as a Second Language, and for study through the medium of English.</td>
</tr>
</tbody>
</table>

Learning objectives are informed by the Common European Framework of Reference for Languages (CEFR).
# Comparing English as a first and second language

<table>
<thead>
<tr>
<th>English as a First Language</th>
<th>English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How is the curriculum content organised?</strong></td>
<td><strong>Cambridge Primary English as a Second Language learning objectives are organised into five strands:</strong></td>
</tr>
</tbody>
</table>
| Cambridge Primary English learning objectives are organised into three strands: | • Reading  
• Writing  
• Speaking and Listening |
| • Reading  
• Writing  
• Speaking and Listening | • Reading  
• Writing  
• Speaking  
• Listening  
• Use of English |
| Grammar is embedded within the Reading and Writing strands. |  |
| **What is assessed in the Cambridge Primary Checkpoint and Progression Tests?** |  |
| Cambridge Primary English: | Cambridge Primary English as a Second Language: |
| • Paper 1 Reading and Writing (non-fiction)  
• Paper 2 Reading and Writing (fiction) | • Paper 1 Reading and Usage  
• Paper 2 Writing  
• Paper 3 Listening |
| Grammar is assessed within both papers. |  |
Cambridge Life Competencies

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking
- Digital Literacy
- Emotional Development
- Learning to Learn
- Social Responsibilities

https://www.cambridge.org/gb/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework