



CURRICULUM POLICY

King's Valley International School (KVIS), based in Mandalay, Myanmar, and operating under the Cambridge Curriculum, encompasses a wide range of activities designed to foster the intellectual, moral, social, spiritual, and physical development of students, preparing them for the challenges and opportunities of life. The school embraces a diverse community, and as such, the curriculum is intentionally flexible to meet the varying needs of our students. KVIS is committed to regularly reviewing and adapting the curriculum to cater to the changing dynamics of our learning community.

I. INTRODUCTION

King's Valley International School is an institution where students come to receive formal education and acquire knowledge, skills, and values. It is a place where teachers provide instruction, guidance, and support to students in their learning journey.

- **Stage Levels:** KVIS typically caters to students across various age groups and stage levels, starting from primary/elementary school, middle school, and high school.
- **Curriculum:** KVIS follows the Cambridge curriculum that outlines the subjects, content, and learning objectives to be taught at each stage level.
- **Teaching Staff:** Schools employ qualified teachers who are responsible for delivering instruction in multilingual classrooms and supporting student learning. Teachers are trained professionals who plan lessons, assess student progress, provide guidance, and create a positive learning environment.
- **Facilities and Resources:** KVIS has classrooms, libraries, laboratories, computer labs, sports facilities, and other resources necessary for effective teaching and learning.
- **Administration:** KVIS has administrative staff and leadership, including the principal or vice principal, who manage the overall operations of the school. They are responsible for implementing policies, coordinating activities, overseeing staff, and maintaining a safe and conducive learning environment.

II. SCHOOL MISSION STATEMENT

We are dedicated to a continuing tradition of excellence in an ever-changing world. Within a safe and supportive environment, KVIS provides relevant, high- quality education and prepares our diverse student body for future endeavours. We honour achievement and promote pride in ourselves, in our school, and in our community. We accomplish this through an international and dynamic curriculum delivered by enthusiastic and experienced faculty and staff in partnership with students.

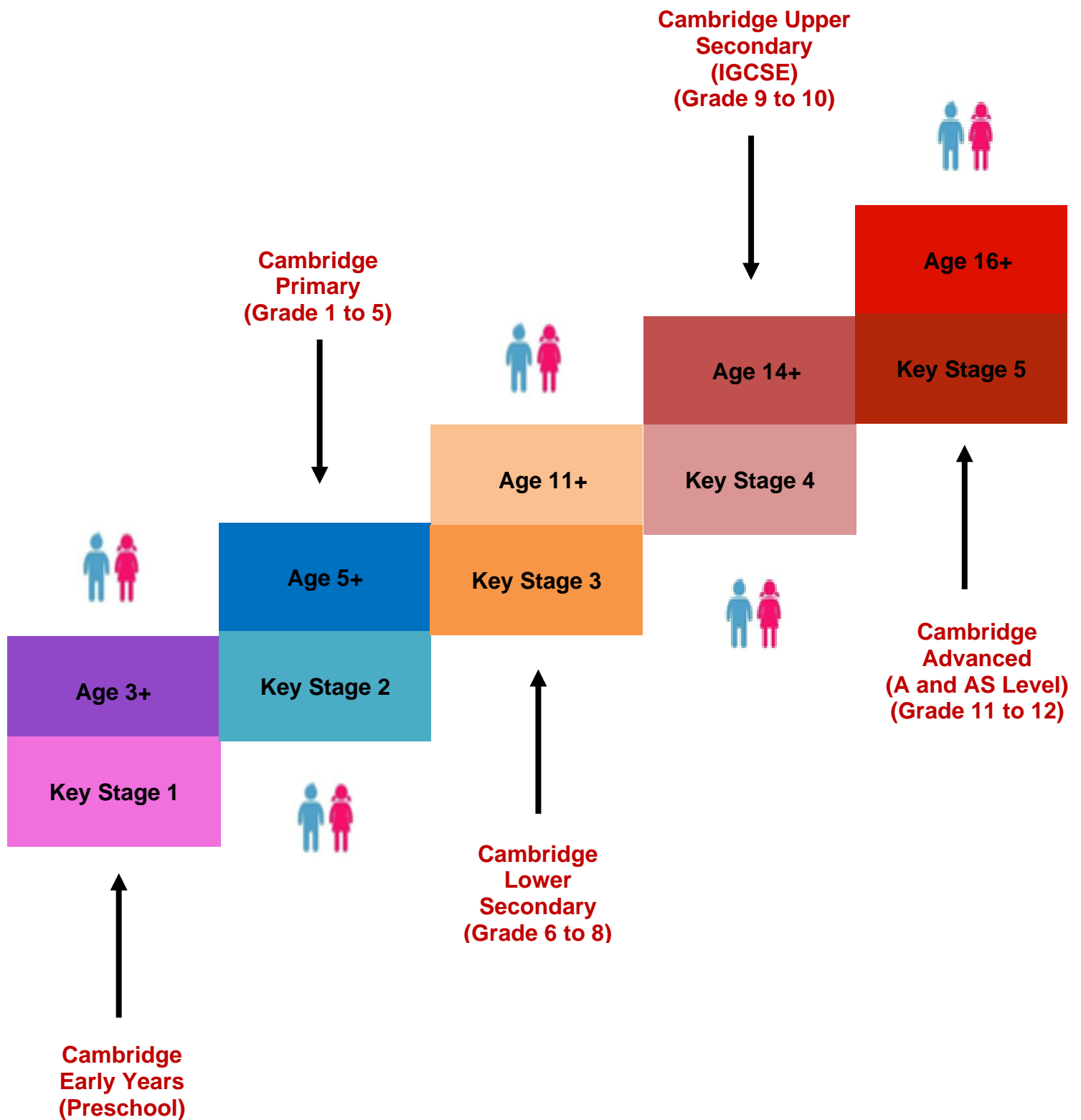
Our educational values are based on:

The Cambridge learner profile is at the core of our teaching and learning practice. Mutual respect and communication are essential to the educational process. Our diverse multicultural community is essential to our identity. All individuals are unique and valued. All individuals are nurtured to achieve their full potential. Self- esteem is developed in a safe and caring environment.

III. AIMS AND OBJECTIVES

The primary objectives of our curriculum are as follows:

- Equip students with the necessary understanding, knowledge, qualifications, and skills relevant to their chosen path in further or higher education and adult life.
- Enhance students' proficiency in both general and academic English, enabling them to excel in further or higher education.
- Cultivate curiosity and confidence in students, encouraging them to ask questions and seek clarification.
- Foster effective use of English language and numeracy skills while providing opportunities for students to engage in scientific, human, and social, physical, aesthetic, and creative activities.
- Develop students' digital skills to prepare them for future studies and employment in an ever-evolving technological landscape without compromising their development of written English language skills.
- Instill personal and moral values and promote respect for shared values, diverse cultures, beliefs, and ways of life.
- Foster environmental consciousness and a sense of responsibility towards the wider global community.



Upon enrolment registration, students are expected to have their English language learning and foundational academic skills from their Pre School (Stage 1) curriculum. Students will need to take a placement test before moving to the Cambridge program at KVIS.

IV. ORGANISATION AND PLANNING

Cambridge Early Years Key Stage 1 (Age +3)

Cambridge Early Years gives young learners the best start in life, helping them to meet key early milestones and thrive in and outside of school. KVIS aims to initiate Stage 1 at the school and we were in the process of securing a larger campus for this purpose. However, the current situation in the country has prevented us from moving forward with these plans. We had even finalized locations for the new campus, but given the circumstances, we have decided to temporarily pause these efforts. Nevertheless, we remain committed to executing Stage 1 once the situation stabilizes and peace is restored in the country. In the meantime, we will continue to focus on Stages 2, 3, and 4.

Cambridge Primary Key Stage 2 (Age 5+)

The Primary Curriculum (Grade 1 to 5) is designed to nurture holistic development by addressing cognitive, social, emotional, and physical aspects of students' growth. It aims to cultivate critical and creative thinking skills while laying a robust foundation in literacy and numeracy. Through a blend of activities, the curriculum encourages curiosity, exploration, and inquiry-based learning, fostering a love for discovery. Additionally, it prioritises the development of communication and collaboration skills, preparing students for future academic and social endeavours.

Subject Offerings:

- English as a Second Language
- Mathematics
- Science
- Global Perspectives

Extra-curricular subjects

- Maths Revision
- Reading and Writing
- Library
- Music
- Art and Design
- Physical Education

Additional subjects from the national curriculum

- History & Geography
- Myanmar Language

Student will sit for Cambridge Primary Checkpoint Exams at the end of Grade 5.

Cambridge Lower Secondary Key Stage 3 (Age 11+)

Cambridge Lower Secondary (Grade 6 to 8) aims to prepare students for the challenges of IGCSE and beyond, prioritising both academic excellence and personal development. Our educational framework emphasises the cultivation of rigorous academic standards alongside fostering individual growth. We actively encourage students to engage in independent research, hone critical analysis skills, and take ownership of their learning through self-directed inquiry. Moreover, KVIS is committed to instilling ethical awareness and nurturing responsible citizenship, preparing students to contribute positively to their communities and the wider world.

Subject Offerings:

- English as a Second Language
- Mathematics
- Science
- Global Perspectives

Extra-curricular subjects

- Maths Revision
- Reading and Writing
- Library
- Music
- Art and Design
- Physical Education

Additional subjects from the national curriculum

- History & Geography
- Myanmar Language

Student will sit for Cambridge Lower Secondary Checkpoint Exams at the end of Grade 8.

Cambridge Upper Secondary- International General Certificate of Secondary Education

Key Stage 4 (Age 14+)

The IGCSE (Grade 9 to 10) curriculum is designed to prepare students for advanced academic pursuits or entrance into the workforce. It aims to develop a robust foundation of subject knowledge while nurturing critical thinking and research skills. With a focus on global perspectives and intercultural understanding, the curriculum cultivates analytical and evaluative abilities alongside creativity, innovation, and independent thinking. For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, inquiry and problem solving. It is the perfect springboard to advanced study.

There is a wide choice of subjects available at Cambridge IGCSE level, and the school will consult students to make appropriate learning options.

Compulsory Subject Offerings:

- English as a Second Language
- Mathematics
- Chemistry
- Physics

Electives:

- Biology
- Business Studies
- Information and Communication Technology
- Additional Mathematics (New subject offered)
- Global Perspectives (New subject offered)

Additional subjects from the national curriculum

- History & Geography
- Myanmar Language

Students can choose elective courses based on their interests, such as Additional Mathematics, ICT and Business Studies. Progression involves advanced coursework and specialisation in chosen subjects. Counselling services may include college and career guidance. In addition to academic subjects, students may have access to various courses, activities, and programs for personal development, skill-building, and safeguarding.

These can include IELTS courses: KVIS in collaboration with Mandalay TESOL runs this course so that our students will be well-versed in language proficiency when they move outside for higher education.

At the end of the Cambridge IGCSE Program, students will take the Cambridge IGCSE exams provided and marked by Cambridge International. Each student will receive a Statement of Achievement that shows the subjects and scores achieved.

Cambridge Advanced A and AS Level

Key Stage 5 (Age 16+) (Grade 11 to 12)

KVIS understands the importance of providing advanced-level guidance for students following their IGCSE exams, as this period represents a critical turning point in their educational and career paths. Students seek to explore and evaluate the choices they have made for their future careers.

To address this need, we actively gathering insights from various resources and consulting with experienced officials from Cambridge. Additionally, I am attending webinars to further enhance my knowledge and preparedness. The school remains hopeful that, by the time the situation in the country improves, KVIS will be able to commence Stage 5 at our school.

Myanmar National Curriculum

The addition of Myanmar national curriculum subjects—History & Geography and Myanmar Language—to the existing Cambridge programme at King's Valley International School (KVIS) aims to provide a comprehensive education that balances global perspectives with local cultural awareness.

This integration ensures students not only excel academically in an international context but also develop a deep understanding and appreciation of their own heritage, language, and national identity. By incorporating these subjects, KVIS fosters well-rounded individuals who are both globally competitive and locally grounded.

Teaching Hours Map

Lower Primary Schools

| English | Maths | Science | Myanmar | Art | Music | P.E. | ICT | Global Perspective | History/ Geography |
|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|-------------------------------------|------------------------|-------------------------------------|-------------------------------------|----------------------------------|----------------------------------|
| 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min/ week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *5 =250 ÷ 60 = 4H/week |
| 4*36 week =144H/Year | 4*36week =144H/Year | 4*36 week =144H/Year | 4*36 week =144H/Year | 36 week * 2 =72 H | 36 week * 50 = 30 H | 36 week * 2 =72 H | 36 week * 2 =72 H | 36 week * 2 =72 H | 4*36 week =144H/Year |

Upper Primary Schools

| English | Maths | Science | Myanmar | Art | Music | P.E. | ICT | Global Perspective | History/ Geography |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|-------------------------------------|-------------------------------------|----------------------------------|----------------------------------|
| 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min/ week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *5 =250 ÷ 60 = 4H/week |
| 4*36 week =144H/Year | 4*36week =144H/Year | 4*36 week =144H/Year | 4*36 week =144H/Year | 36 week * 2 =72 H | 36 week * 50 = 30 H | 36 week * 2 =72 H | 36 week * 2 =72 H | 36 week * 2 =72 H | 4*36 week =144H/Year |

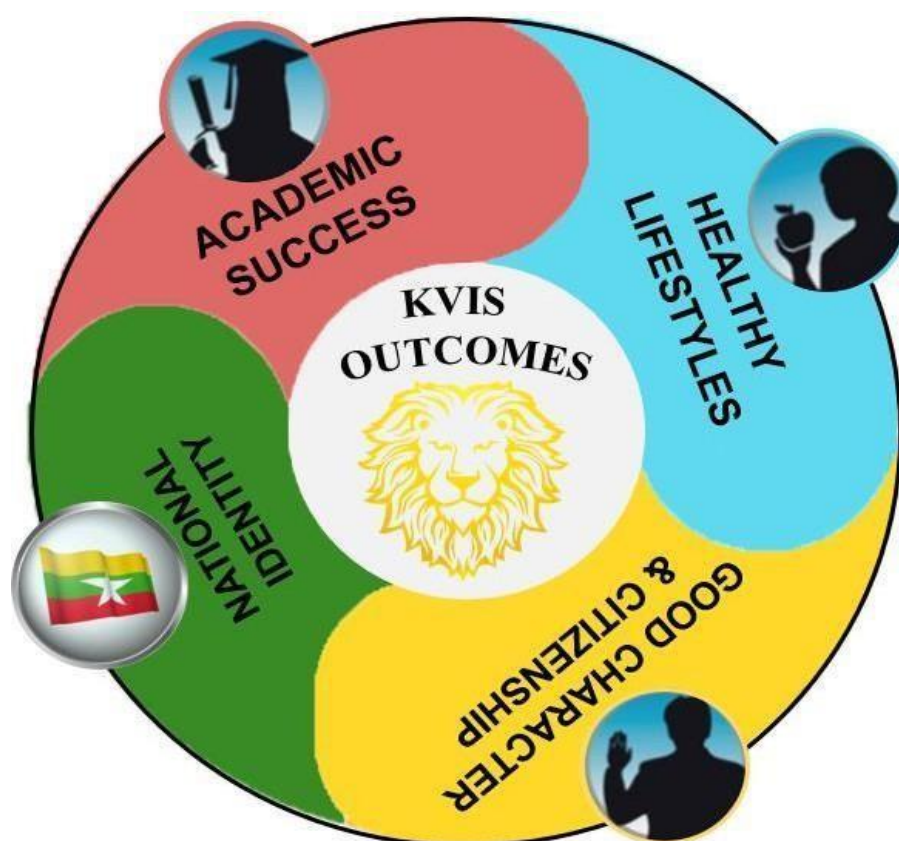
Middle Schools

| English | Maths | Science | Myanmar | Art | Music | P.E. | ICT | Global Perspective | History/ Geography |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|--|-------------------------------------|----------------------------------|----------------------------------|
| 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min/ week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *2 =100 ÷ 60 = 2H/week | 50 min *5 =250 ÷ 60 = 4H/week |
| 4*36 week =144H/Year | 4*36week =144H/Year | 4*36 week =144H/Year | 4*36 week =144H/Year | 36 week * 2 =72 H | 36 week * 50 = 30 H | 36 week * 2 =72 H | 36 week * 2 =72 H | 36 week * 2 =72 H | 4*36 week =144H/Year |

Middle Schools

| English | Maths | Physics | Myanmar | Chemistry | Biology | P.E. | ICT | Business | History/ Geography |
|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------------|---------------------------------------|---------------------------------------|-------------------|---------------------------------------|---------------------------------------|----------------------------------|
| 50 min *3 =150 ÷ 60 = 2.5H/week | 50 min *3 =150 ÷ 60 = 2.5H/week | 50 min *3 =150 ÷ 60 = 2.5H/week | 50 min *5 =250 ÷ 60 = 4H/week | 50 min *3 =150 ÷ 60 = 2.5H/week | 50 min *3 =150 ÷ 60 = 2.5H/week | 50 min/ week | 50 min *3 =150 ÷ 60 = 2.5H/week | 50 min *3 =150 ÷ 60 = 2.5H/week | 50 min *5 =250 ÷ 60 = 4H/week |
| 2.5*36 =90H/Year *2= 180 H | 2.5*36 =90H/Year *2= 180 H | 2.5*36 =90H/Year *2= 180 H | 4*36 week =144H/Year | 2.5*36 =90H/Year *2= 180 H | 2.5*36 =90H/Year *2= 180 H | 44 * 50 = 36 H | 2.5*36 =90H/Year *2= 180 H | 2.5*36 =90H/Year *2= 180 H | 4*36 week =144H/Year |

KVIS CURRICULUM OUTCOMES



The KVIS curriculum is designed to foster holistic development, encapsulating four key outcomes: *Academic Success*, *Healthy Lifestyle*, *National Identity*, and *Good Character and Citizenship*.

Academic Success: The curriculum prioritises academic excellence by providing rigorous instruction across various disciplines. Students are equipped with the knowledge, skills, and critical thinking abilities necessary for success in higher education and beyond. Through inquiry- based learning, project-based assessments, and personalised support, KVIS aims to cultivate a strong academic foundation and a lifelong love for learning.

Healthy Lifestyle: KVIS recognises the importance of physical and mental well-being in achieving overall success. The curriculum promotes healthy living habits through physical education classes, sports activities, and wellness initiatives. Students learn about nutrition, exercise, stress management, and mental health awareness to develop habits that support their overall well-being. By fostering a culture of health and wellness, KVIS aims to empower students to lead balanced and fulfilling lives.

National Identity: KVIS celebrates Myanmar's rich cultural heritage and traditions while nurturing a sense of national pride and identity among students. Through the integration of Burmese language subjects, history, and cultural studies into the curriculum, students gain a deeper understanding of their country's history, values, and customs. They are encouraged to embrace their cultural identity, appreciate diversity, and contribute positively to their local and global communities.

Good Character and Citizenship: KVIS places a strong emphasis on character development and social responsibility. The curriculum instils values such as integrity, respect, empathy, and compassion through ethical education programmes, community service projects, and leadership opportunities. Students are encouraged to become active and engaged citizens who uphold democratic principles, advocate for social justice, and contribute positively to society. By nurturing good character and citizenship, KVIS aims to prepare students to be responsible, ethical leaders who make a positive impact on the world around them.

V. ASSESSMENT

KVIS uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching and learning. Assessment practices will be reviewed regularly in light of the Cambridge Standards and Practices.

Teachers use a variety of formal and informal assessment techniques to measure learning including:

Diagnostic Assessment

At the beginning of each unit, teachers conduct a diagnostic assessment to get a clear picture of where students stand. This helps them avoid making assumptions about what students already understand. By using these assessments, teachers can pinpoint students' existing knowledge related to the theme or Central Idea before diving into the Unit of Inquiry.

Formative Assessment

Formative assessment happens continuously, involving teachers, students, and peers, to support growth. It makes use of various assessment methods mentioned earlier. The insights gained from formative assessment should drive adjustments in teaching approaches to better suit students' requirements and guide future lesson planning. Unlike summative assessment, formative assessment doesn't contribute to students' grades. Instead, it provides valuable feedback for both teachers and students, helping them understand their current progress and identify areas for improvement.

Formative assessment are as follows:

- Reflection
- Self-assessment and peer assessment
- Quizzes and unit tests
- Projects and portfolios
- Classroom tasks
- Home learning
- Class participation
- Practical or experiential learning
- Teachers' observations and discussions

Summative Assessments

Summative assessment is usually performed at the end of a complete unit or term. It measures the standards reached by students using specific criteria. It is used to gauge student attainment at that moment in time. Additionally, it enables comparisons of student performance within the school year-on-year or against global standards set by other institutions. Essentially, it serves as a tool for educators to understand how well students are grasping concepts and meeting learning objectives.

Summative assessments are as follows:

- Written assessment (such as tasks, short answers, reports, research projects, etc.)
- Oral assessment (including student presentations or other oral presentations)
- Performance assessment
- Subject examinations

School grading system:

| ASSESSMENT / GRADING SYSTEM | | |
|--|------------------------------|---------------------------|
| Student learning experience is assessed based on Grading System as following | | |
| Percentage Equivalent | Alphabetical Equivalent Mark | Description |
| 91-100 | A* | Outstanding |
| 80-89 | A | Excellent |
| 70-79 | B | Very Satisfactory |
| 60-69 | C | Satisfactory |
| 50-59 | D | Fairly Satisfactorily |
| 40-49 | E | Limited Achievement |
| 30-39 | F | Minimal Performance |
| Below 29 | G | Did Not Meet Expectations |

General Grade Component:

KVIS promotes a holistic approach to learning that recognizes and values the diverse endeavours of our students. Our grading system reflects this commitment by considering aspects of student performance beyond just exam results. Coursework, homework, school attendance, behaviour and exam results contribute to each student's overall grade, ensuring equal opportunities to demonstrate their abilities and commitment throughout the semester.

- Major Subjects (English, Mathematics, Science, ICT and Global Perspectives)

| Classwork | Homework | Attendance & Behaviour | Monthly Unit Test | Project Based Learning | Exam Result | Grand Total |
|-----------|----------|---------------------------|----------------------|------------------------------|----------------|----------------|
| 5% | 5% | 5% | 20% | 15% | 50% | 100% |

- Minor Subjects (Art and design, Music, P.E. and Myanmar)

| Classwork | Homework | Attendance & Behaviour | Project Based Learning | Exam Result | Grand Total |
|-----------|----------|------------------------|------------------------|-------------|-------------|
| 10% | 10% | 10% | 50% | 20% | 100% |

Classwork: This refers to students' roles and participation in classroom activities, discussions, and group work. It requires engagement, effort, and understanding of the issues covered in class.

Homework: This phase assesses the quantity and quality of completed student homework. Demonstrates the ability to independently apply what is learned in class, follow instructions, and meet deadlines.

Attendance and Behaviour: This refers to a student's regular class attendance. It emphasises the importance of ongoing presence and active participation in the learning process. This assesses the student's behaviour in the classroom. This also includes a student attitude like being respectful of peers and teachers, following classroom rules, and contributing to the learning environment in a positive way.

Project Based Learning: is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. It involves completing a project over an extended period, which allows students to explore real-world problems and challenges.

Unit Test: Unit tests are assessments conducted to evaluate your understanding and mastery of specific units or sections of the course content. These tests typically include a variety of question types such as multiple-choice, short answer, and essay questions.

Examination results: This is an important component of the grading system and measures students' performance in an exam or assessment. It requires understanding of the topic, ability to apply concepts, and critical thinking skills. The results of the test usually involve a comprehensive analysis of the material taught throughout the course.

And a total of **100%** represents the total grade of the course, calculated by summing the percentage of each item. It provides a comprehensive assessment of student effort and progress throughout the course.

KVIS has also developed a comprehensive spreadsheet to facilitate the calculation of each student's total grade at the end of each quarter. This spreadsheet carefully integrates elements of our grading system, including coursework, homework, attendance, behaviour, and test results. By using this tool, we ensure that measuring student learning outcomes is accurate, consistent, and efficient. Using this design approach further reinforces our commitment to transparency and fairness in assessment. This initiative will provide teachers and students with valuable insights, and create a supportive learning environment

that fosters growth and development.

Cambridge Examinations

Cambridge Primary Checkpoint keeps tabs on how both individual students and groups are doing. These tests, graded by Cambridge International, provide an extra boost of confidence for students by giving them helpful feedback to share with their parents.

- See how students are performing against an international benchmark, and in comparison, to the rest of their class.
- Students will receive a statement of achievement.
- Students will take the exams at the end of the Cambridge Primary programme (Stage 6).

Cambridge Lower Secondary Checkpoint assesses both individual and group performance at the end of the lower secondary program. These external tests, evaluated by Cambridge International, aim to provide students with additional assurance regarding the feedback they receive, enhancing their confidence. This feedback is then shared with parents, facilitating open communication about students' progress and achievements.

- Understand how students are performing against an international benchmark, and in comparison, to the rest of their class.
- Students receive a statement of achievement.
- Students will take the exams at the end of the Cambridge Lower Secondary programme (Stage 9).

Cambridge IGCSE

- Understand how students are performing against an international benchmark, and in comparison, to the rest of their class.
- Students receive a statement of achievement.
- Students will take the exams at the end of the Cambridge Upper Secondary programme (Stage 11).

VI. ROLES AND RESPONSIBILITIES

KVIS roles and responsibilities related to the design, organisation, delivery, and evaluation of the curriculum involve various stakeholders within the educational system. Here are some key roles and responsibilities associated with each aspect:

Curriculum design, organisation and delivery:

Curriculum developers:

Curriculum development at KVIS typically involves collaboration among various stakeholders, including educational experts, teachers, school board. The Academic Head is the person who leads in developing the curriculum with the help of the following school stakeholders.

- **Academic Head:** He/she is responsible for designing the overall curriculum framework and establishing the learning objectives, standards, and competencies that students should achieve at each stage level or subject area
- **Principal and Vice Principal:** Principals and vice principals often play a key role in setting the overall vision and goals for the school's curriculum. They may work with teachers, curriculum specialists, and other stakeholders to establish priorities and objectives that align with the school's mission and educational standards.
- **School board:** They review and approve curriculum proposals developed by curriculum committees or educational specialists. They ensure that the proposed curriculum aligns with educational standards, meets the needs of the student population, and reflects the values and goals of the community. They also allocate funds for curriculum development, instructional materials, and teacher training. They must ensure that adequate resources are available to support the implementation of the curriculum.
- **Subject Matter Experts:** KVIS has a panel of subject experts, who contribute their knowledge and experience to inform the content and scope of the curriculum in their respective subjects.
- **Teachers:** They are responsible for delivering the curriculum in the classroom. They facilitate learning experiences, engage students, provide instruction, assess student progress, and provide feedback. Teachers adapt and modify instructional strategies to meet the diverse needs of their students.
- **Students and Parents:** Parents and students are important members of KVIS community, and their involvement in curriculum development fosters a sense of ownership and engagement. KVIS usually host community forums, surveys, or meetings to gather input

from parents and students on curriculum matters. Parents and students can provide feedback on the existing curriculum, sharing their perspectives on what is working well and what could be improved. This feedback can inform curriculum revisions and updates.

Overall, the roles and responsibilities in monitoring, evaluating, and reviewing the curriculum policy involve collaboration among policymakers, curriculum developers, school administrators, curriculum coordinators, teachers, researchers, and external evaluators. This collaborative approach ensures that the curriculum policy remains effective, relevant, and aligned with educational goals and standards.

Delivery of the Curriculum:

Teachers: They are responsible for delivering the curriculum in the classroom. They facilitate learning experiences, engage students, provide instruction, assess student progress, and provide feedback. Teachers adapt and modify instructional strategies to meet the diverse needs of their students.

Evaluation of the Curriculum:

School Leaders: Principals and Vice Principal are responsible for evaluating the effectiveness of the curriculum implementation at the school level. They monitor student achievement, review assessment data, and collect feedback from teachers, students, and parents to assess the strengths and weaknesses of the curriculum.

Policy Makers and Education Authorities: At KVIS, there is a panel of management who use evaluation data to inform policy decisions, make adjustments to curriculum frameworks, and drive improvements in the overall educational system.

VII. MONITORING AND REVIEW

Monitoring, evaluation, and review of the curriculum policy involve various stakeholders at different levels of the educational system. Here are the key roles and responsibilities related to these processes:

Policy Makers and Education Authorities:

Develop and Establish Policy: In KVIS, the Academic head is the policy maker responsible for developing and establishing the curriculum policy. He/she sets the vision, goals, and objectives of the curriculum and provide guidance on its implementation.

Review and Update Policy: The KVIS stakeholders periodically review the curriculum policy to ensure its relevance, alignment with changing educational needs, and compliance with Cambridge International curriculum and government educational standards. They make adjustments or revisions to the policy as necessary.

Evaluations will be conducted bi-annually by the school management team and Curriculum developers.

Due for review in December 2024.

Last update: June 2024

**APPENDIX. 3-YEAR PLAN OF SUBJECT OFFERINGS IN THE
CAMBRIDGE CURRICULUM**

| Syllabus code | Subject name | 2022/2023 | 2023/24 | 2024/25 |
|------------------------|------------------------------|-----------|---------|---------|
| Primary | | | | |
| 0837/0057 | English | ✓ | ✓ | ✓ |
| 0845/0096 | Mathematics | ✓ | ✓ | ✓ |
| 0846/0097 | Science | ✓ | ✓ | ✓ |
| 1129 | Global Perspective | ✓ | ✓ | ✓ |
| 0059 | ICT (Computing) | ✓ | ✓ | ✓ |
| Lower Secondary | | | | |
| 1110/0876 | English | ✓ | ✓ | ✓ |
| 1112/0862 | Mathematics | ✓ | ✓ | ✓ |
| 1113/0893 | Science | ✓ | ✓ | ✓ |
| 1129 | Global Perspectives | ✓ | ✓ | ✓ |
| 0860 | ICT (Computing) | ✓ | ✓ | ✓ |
| IGCSE | | | | |
| 0510/0511 | English as a Second Language | ✓ | ✓ | ✓ |
| 0580/0980 | Mathematics | ✓ | ✓ | ✓ |
| 0606 | Additional Mathematics | | | ✓ |
| 0653/0654 | Combined Science | ✓ | ✓ | |
| 0910/0970 | Biology | | ✓ | ✓ |
| 0920/0971 | Chemistry | | ✓ | ✓ |
| 0625 | Physics | | ✓ | ✓ |
| 0450 | Business Studies | ✓ | ✓ | ✓ |
| 0417 | ICT | ✓ | ✓ | ✓ |

