

KAMUZU



ACADEMY



CURRICULUM, TEACHING AND ASSESSMENT POLICY

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CURRICULUM, TEACHING AND ASSESSMENT POLICY

Our School's Vision

To educate the whole person — physically (through excellent sports facilities), intellectually (through rigorous academic programmes, fostering creativity and innovation alongside the study of Latin & Greek), and spiritually (through the life and witness of the Chapel situated by the entrance). All of this is done in a spirit of excellence without compromise, preparing our students to become ladies and gentlemen of distinction — confident, responsible, and distinguished global citizens. In so doing, we uphold the Ngwazi's vision of forming men and women of character, service, and leadership for Malawi and beyond.

1.0. Aims

The school aims to:

- 1.1 Provide a broad, balanced and relevant curriculum which prepares students for international examinations as well as equipping them with the necessary skills for their future studies
- 1.2 Provide a safe, stimulating and intellectually challenging learning environment in which all students are encouraged to achieve excellence.
- 1.3 Enable all students to fulfil their academic, creative, physical, social and leadership potential.
- 1.4 Promote high expectations, academic ambition, integrity and personal responsibility.
- 1.5 Promote independent learning and a desire to achieve their best
- 1.6 Foster the characteristics of Excellence, Responsibility, Resilience, Leadership, Integrity and Community in line with the Founder's Vision for Kamuzu Academy.
- 1.7 Promote intercultural understanding, global citizenship, digital literacy and ethical responsibility in an increasingly interconnected world.
- 1.8 Ensure that teaching, assessment and curriculum delivery reflect current international educational research and best practice.

2.0 CURRICULUM

2.1 Curriculum Principles

- 2.1.1 The curriculum shall be academically rigorous, balanced and responsive to the needs, abilities and aspirations of students.
- 2.1.2 The curriculum shall support intellectual, physical, emotional, ethical, creative and social development.
- 2.1.3 Changes to the curriculum are subject to the approval of the Board of Governors.

2.2 Curriculum for Forms 1-3

- 2.2.1 The Lower School curriculum is broad and balanced and is broadly aligned with the English National Curriculum and Cambridge Lower Secondary Framework.

- 2.2.2 Students study English, Mathematics and Science following the Cambridge Lower Secondary syllabus and are externally assessed through Cambridge Checkpoint examinations in Form 3.
- 2.2.3 The curriculum also includes technical and creative subjects, modern foreign languages, humanities, the Classics and physical education.
- 2.2.4 Personal, Social, Health and Economic Education (PSHE), digital citizenship and study skills shall be integrated into the curriculum and pastoral programme.
- 2.2.5 Cultural Heritage education shall be incorporated within relevant subjects and school programmes to promote appreciation of Malawian and global cultures.

2.3 Curriculum for Forms 4 & 5

- 2.3.1 The IGCSE curriculum begins in Term 3 of Form 3.
- 2.3.2 The curriculum for Forms 4 and 5 includes both compulsory and optional subjects, the majority of which are externally assessed at the end of Form 5 through internationally recognised qualifications offered by Cambridge Assessment International Education, AQA and other accredited international examination boards as may be approved by the Academy to meet evolving educational needs and opportunities.
- 2.3.3 Each department shall maintain schemes of work aligned to examination board syllabuses and school academic standards.
- 2.3.4 The compulsory curriculum includes English, Mathematics, Physics, Chemistry and Biology. English Literature is studied by the majority of students. However, at the discretion of the Academy and the relevant Heads of Department, students who demonstrate persistent and significant academic difficulties in one or more science subjects may, following consultation with parents or guardians, be advised not to enter for the corresponding external examination(s) where this is considered to be in the student's best educational interests.
- 2.3.5 The term "English" shall be used broadly within the policy to include English Language pathways, including English as a First Language and English as a Second Language where appropriate.
- 2.3.6 Decisions regarding entry for English as a Second Language examinations shall be made following informed consultation between the Academy, parents and the student, based on academic needs and future pathways.
- 2.3.7 Students may also choose to study 3 optional IGCSE subjects, including Geography, History, Religious Studies, Business Studies, Economics, French, Chinese, Information & Communication Technology, Computer Science, Agriculture, Design & Technology, Engineering, Physical Education, Art, Music and Drama.
- 2.3.8 Students shall take no fewer than seven subjects at IGCSE level, except in exceptional circumstances approved by the Senior Leadership Team.
- 2.3.9 All students participate in compulsory non-examined Physical Education lessons.
- 2.3.10 In accordance with the Founder's Vision, students study Classics, except for students admitted in Forms 3 and 4. Where considered

educationally appropriate by the Academy, alternative pathways such as Classical Civilisation may be offered to selected students based on prior experience, aptitude and curriculum suitability.

- 2.3.11** Most students will take external examinations in 9 or 10 subjects, although some students may take fewer due to their personal circumstances.
- 2.3.12** The Academy reserves the right to determine subject availability based on staffing, timetable viability and student demand.
- 2.3.13** Final decisions regarding subject tiers, pathways and examination entry levels shall be determined by the Academy on the basis of continuous assessment data, academic performance, aptitude and overall readiness. In subjects offering both Core and Extended pathways, students shall be entered at the level considered most appropriate to maximise academic success and progression opportunities. Such decisions shall rest with the relevant Head of Department, informed by consultation with subject teachers and the student's performance throughout the duration of the course.

2.4 Curriculum for Lower and Upper Form 6

- 2.4.1** Students may study either three or four A Level subjects depending on academic suitability and timetable availability. In order to study a subject at A level, a student must have achieved an IGCSE B grade or higher in the subject or related subjects.
- 2.4.2** Entry into A Level subjects normally require a minimum of six IGCSE passes at grade C or above, including Mathematics and English Language (or equivalent).
- 2.4.3** Subjects are externally assessed through internationally recognised GCE Advanced Level examinations offered by Cambridge Assessment International Education, and may also include equivalent qualifications from other approved international examination boards where deemed appropriate by the school to meet curriculum needs and student pathways.
- 2.4.4** Each subject follows a scheme of work based upon the examination board syllabus.
- 2.4.5** Subjects offered may include English Literature, Mathematics, Biology, Physics, Chemistry, Geography, History, Religious Studies, Business Studies, Economics, French, Information Technology, Design & Technology, Physical Education, Art, Music, Law and Psychology.
- 2.4.6** Students shall receive personalised university and careers guidance to support appropriate subject selection and higher education planning.

3.0 STUDENT PROGRESSION

- 3.1** Promotion to the next year group shall not be automatic.
- 3.2** Students who significantly underperform academically, or who fail to meet minimum progression requirements, may be required to repeat a year where this is deemed educationally appropriate.
- 3.3** Decisions regarding progression or repetition shall take into account academic performance, maturity, age constraints, wellbeing and the professional judgement of the school.

- 3.4 Intervention strategies, support plans and parental consultations shall normally precede decisions regarding repetition of a year group.

4.0 TEACHING

4.1 Principles of Effective Teaching

Teachers shall:

- 4.1.1 Review and reinforce prior learning regularly.
- 4.1.2 Begin lessons with assessment for learning strategies where appropriate.
- 4.1.3 Build regular understanding checks into lessons.
- 4.1.4 Break learning into manageable steps with clear modelling and guidance.
- 4.1.5 Differentiate learning to support, challenge and extend students appropriately.
- 4.1.6 Use a range of activities, resources and instructional strategies.
- 4.1.7 Maintain appropriate lesson pace and student engagement.
- 4.1.8 Use high-quality questioning to deepen understanding.
- 4.1.9 Encourage students to view mistakes as opportunities for learning.
- 4.1.10 Provide timely and constructive feedback.
- 4.1.11 Promote student participation, collaboration, inquiry and independent thinking.
- 4.1.12 Use technology appropriately to enhance teaching, learning and assessment.
- 4.1.13 Maintain high standards of professionalism, safeguarding and inclusive practice.

4.2 Characteristics of Effective Teaching and Learning

Teachers should plan lessons which incorporate the following elements where appropriate:

4.2.1 Review previous material

- review content or concepts taught last lesson or several lesson ago
- consider the nature of the Review or Retrieval
- use adult-led questioning, or individual or paired review
- make it active, for example a quiz, verbal question and answer, answering a written question, writing an explanation or definition, giving an example, explaining to another student etc
- these do not have to be teacher-led activities – students can work independently and the teacher can then support those who need more help

4.2.2 Begin with assessment

- the end of the previous session isn't always the best time to find out what someone has learnt, understood or retained. A better indicator might be at the start of the next lesson or a week later
- how they do in the review task can help you target the lesson content more effectively

4.2.3 Build in regular understanding checks

- constantly checking individuals understanding and offering feedback to help them make progress

4.2.4 Make small steps

- break content into small manageable steps
- big chunks are hard to digest and can be boring
- alternate between guidance or explanation from the teacher and independent practice time for students

4.2.5 Differentiate learning

- as you move around checking for understanding, those who have grasped the concept can be moved on, and you can offer support to those who need it
- have a sequence of activities for students to move on to, in their own time
- don't just teach to the middle range – we all make progress at different speeds and learn in different ways

4.2.6 Use a variety of activities and resources

- a) use a variety of resources and activities to support different types of learners and keep students interested
- b) appeal to different learning styles - visual, auditory, kinaesthetic
- c) use group work
- d) allow work in pairs
- e) design longer tasks such as projects
- f) include research
- g) use student presentations

4.2.7 Pace

- a) think about the pace of the lesson - to ensure that all students are engaged
- b) changes of activity help the pace

4.2.8 High quality questioning

- a) use different levels of questioning
- b) da Costa's levels of questioning
 - i. Level 1 – Gathering
 - ii. Level 2 – Processing
 - iii. Level 3 – Applying

4.2.9 Celebrate mistakes

- a) we all learn from mistakes
- b) how can you get something right if you never get something wrong

4.2.10 Feedback

- a) provide timely, constructive and actionable feedback
- b) ensure feedback identifies strengths and clear next steps for improvement
- c) encourage students to reflect upon and respond to feedback.

5.0 MARKING AND FEEDBACK

Consistent high-quality Marking and Feedback from teachers are essential, in order to help students make good progress. Students need to know how to improve, not just what they got wrong.

Teachers should:

- i. regularly reflect on student progress and provide high quality marking and feedback. High quality written or verbal feedback has the most impact on student progress
- ii. marking can include quantitative methods such as 5/10, A*-E or A*-G grades (see below)
- iii. use effort grades to provide feedback (see below)
- iv. use “What Went Well” (**WWW**) and “Even Better If” (**EBI**) to give written feedback on how to improve:
 - WWW:** Comment on subject knowledge/ skills, whether the learning outcome has been met, use of keywords/PEE etc
 - EBI:** Comment on what the students need to do to improve in terms of demonstrating better subject knowledge/skills, meeting the learning outcome, use of keywords/use of PEE (Point/Explain/Example) etc
- v. allow self-marking or peer marking
- vi. ensure that marking consistently sets clear targets for improvement and that these targets are systematically followed up by both students and teachers, so that expected progress can be achieved or surpassed
- vii. Ensure that feedback is timely, actionable and proportionate to the task.
- viii. Departments shall maintain internal moderation procedures to ensure consistency and reliability of assessment standards.

6.0 ASSESSMENT CALENDAR

(Assessment is continuous throughout the academic year, with key assessment points scheduled at designated intervals.):

CHRISTMAS TERM	<ol style="list-style-type: none"> a. Continuous Assessment Forms 1-6 (30%) b. End of term Exams Forms 1-6 (70%) c. Settling in reports Form 1 d. End of term Report Forms 2-6 e. Subject Targets for underperformers f. Pre-mock exams Forms 5 & 6 g. Tutor Consultation Meetings
EASTER TERM	<ol style="list-style-type: none"> a. Continuous Assessment Forms 1-4 (30%) b. Mid-Year Exams Forms 1-4 (70%) c. Mock Exams Forms 5 & 6 d. End of term Reports Forms 5&6 e. End of term Report Card Forms 1- 4 f. Subject Targets for underperformers g. Tutor Consultation Meetings
INDEPENDENCE TERM	<ol style="list-style-type: none"> a. Checkpoint Exams Form 3 b. Introduction of IGCSE courses to Form 3 c. Form 3 IGCSE style exams d. IGCSE/AS/A level Exams Forms 5 & 6 e. End of Year Exams Forms 1- 4 f. End of term Reports Forms 1- 4 g. Tutor Consultation Meetings

7.0 ATTAINMENT AND EFFORT GRADES

- 7.1 Departments shall use assessment descriptors aligned with examination board standards and Academy expectations.
- 7.2 Predicted grades shall be evidence-based and derived from multiple assessment data points.
- 7.3 Reports to parents should provide clear strengths, areas for improvement and actionable targets.

EFFORT GRADES	
1	OUTSTANDING
2	VERY GOOD
3	GOOD
4	BELOW EXPECTED
5	UNACCEPTABLE

ATTAINMENT GRADES – Forms 1-3	
	Subjects may expand on these descriptors and devise subject specific criteria for their marking schemes
A*	This grade indicates an <i>exceptional</i> level of performance which places the student in the top quartile (or better) of A graded students. Clearly, the student is capable of <i>distinction</i> in this subject.
A	An excellent standard. The student is very capable and should do well in international examinations in this subject, performing with <i>merit</i> .
B	A good standard. The student is making good progress and performing with <i>credit</i> .
C	A satisfactory standard for academic study. The student is performing well enough to achieve a <i>pass</i> in this subject, i.e. a grade C minimum target in international examinations.
D	The student may be achieving some targets, but the overall level of performance falls below that required for grade C. Additional support is required from the subject teacher, including setting specific targets. HOD should be involved.
E	A foundation level of achievement. The student is achieving few, if any, targets and requires <i>special support over a longer period of time, in order to improve</i> . HOD must be involved.

- 7.4 For Cambridge Lower Secondary Checkpoint assessments in Form 3, student performance may also be reported using performance descriptors aligned with Cambridge International standards.

Descriptor	General Performance Indicator
Outstanding	Demonstrates exceptional understanding, application and analysis consistently above expected level.
High	Demonstrates strong understanding and secure application of knowledge and skills.
Good	Demonstrates sound understanding and appropriate application of most concepts and skills.
Basic	Demonstrates partial understanding with some inconsistencies in application and analysis.
Aspiring	Demonstrates limited understanding and requires significant support to meet expected standards.

ATTAINMENT GRADES – Forms 4 & 5

IGCSE grades A* - G, where A* - C, where are regarded as pass grades

GCSE grades from 9 – 1, where 9 – 4 are regarded as pass grades

Use subject grade descriptors from Syllabuses and share these with students

Refer to Assessment Objectives to assess Knowledge, Skills and Understanding

Form 4 – the IGCSE grade awarded indicates the teacher’s assessment of the grade a student may achieve in external examinations, if they continue to work in the way they are currently working.

Form 5 – the IGCSE grade awarded indicates the teacher’s predicated grade for what the student will achieve in the final external examination.

ATTAINMENT GRADES – Forms L6 & U6

AS level grades A - E

A level grades A* - E

Use subject grade descriptors from Syllabuses and share these with students

Refer to Assessment Objectives to assess Knowledge, Skills and Understanding

In term 1 – the AS or A level grade awarded indicates the teacher’s assessment of the grade a student may achieve in external examinations, if they continue to work in the way they are currently working.

In term 2 – the AS or A level grade awarded indicates the teacher’s predicated grade for what the student will achieve in the final external examination.

Grades and comments about underperformance, in the end of term report should not come as a surprise to parents

End of term Reports to parents MUST include the following:

- Work covered (likely to be the same for all students in the Form or class)
- What the students can do/have achieved/strengths/how they work
- What the student needs to do in order to improve – a specific target (not just to work harder or do better)

8.0 INCLUSION AND STUDENT SUPPORT

- 8.1 The Academy is committed to inclusive education and equitable access to learning opportunities.
- 8.2 Reasonable accommodations may be provided for students with identified learning needs in accordance with examination board regulations.
- 8.3 Academic intervention programmes may include clinics, report cards, mentoring, supervised study, tracking systems and individual support plans.

9.0 DIGITAL REPORTING AND TRACKING

The Academy may utilise digital platforms, including Google Sites and other approved academic tracking software, for the publication, communication, analysis and monitoring of student assessment data, progress reports and academic performance.

10.0 PREP, INDEPENDENT STUDY AND ACADEMIC SUPPORT

- 10.1 The Academy shall maintain structured Prep timetables for Forms 1–5 to support independent study, consolidation of learning and the development of effective academic habits.

- 10.2 Teachers are expected to set meaningful Prep assignments in accordance with the published Prep timetable and the academic needs of students. Prep tasks should reinforce classroom learning, encourage independent thinking and promote academic discipline.
- 10.3 Prep assignments may include written tasks, reading, research, project work, examination practice, presentations, reflection activities or digital learning activities appropriate to the subject and year group.
- 10.4 Teachers shall provide timely and constructive feedback on Prep assignments to ensure that students understand their strengths, areas for improvement and next steps in learning.
- 10.5 Departments should ensure that the quantity and frequency of Prep assignments are balanced and age-appropriate, taking into account students' overall workload and wellbeing.
- 10.6 Prep should progressively develop students' organisational skills, self-management, critical thinking, research skills and academic independence in preparation for IGCSE, A Level and higher education study.
- 10.7 Students are expected to complete Prep assignments punctually and to an appropriate academic standard. Persistent failure to complete Prep may result in academic intervention measures.
- 10.8 The Academy may provide supervised study sessions, academic clinics, intervention programmes and guided study support for students requiring additional academic assistance.
- 10.9 Digital platforms, including Learning Management Systems (LMS), Google Classroom, Google Sites and other approved educational technologies, may be used for the setting, submission, tracking and feedback of Prep assignments.

11.0 STUDENT WELLBEING AND PERSONAL DEVELOPMENT

- 11.1 The Academy is committed to promoting students' physical, emotional, social and moral wellbeing through pastoral care programmes, PSHE and Relationships and Sexual Education (RSE).
- 11.2 The curriculum shall include Personal, Social, Health and Economic Education (PSHE), including age-appropriate Relationships and Sexuality Education (RSE), wellbeing education, digital citizenship and study skills, in order to support students' personal development, safeguarding awareness, healthy relationships and responsible decision-making.

12.0 REVIEW OF POLICY

- 12.1 This policy shall be reviewed periodically by the Senior Leadership Team and Heads of Department to ensure alignment with international best practice and examination board requirements.