

Policy: Curriculum



St Edward's
College
Founded 1929

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Who we are

Mission Statement

At St Edward's College we strive to create exemplary citizens in this increasingly globalised and technological world, placing strong emphasis on character formation, genuine intercultural understanding and leadership skills which will assist them to contribute to the well-being of society.

About us

St Edwards is an Independent private school which accepts students from Early Childhood to IBDP Sixth Form. The philosophy at SEC is driven by our approach to learning. TUL. We do not want a student to simply Learn, before learning the student must Understand, to understand the student must Think – TUL, Think Understand Learn.

This philosophy permeates through all sections of the college. Different sections of the college follow different over-arching curriculums that provide learning objectives for students at that grade level. These section or subject specific curriculum will be referred to in this document as (SSC).

Teaching Standards

St Edward's College upholds the following teaching standards across all sections and curriculums.

All Educators are expected to:

1 Meet the academic needs of all learners.

Educators meet the needs of all learners through differentiated teaching and an inclusive classroom. Teachers should be able to challenge learners to a level representative of their ability and give each learner the opportunity to improve and grow.

2 Hold themselves accountable for learner learning.

Educators take pride in the academic progress of all their learners. They should feel invested in the development of all learners and aim to maximise the potential of all learners Reflecting on the results of external assessments and standards-based testing.

3 Challenge learners to think critically through the use of Think, Understand, and Learn.

Educators utilize TUL strategies and critical thinking and give the learners the requisite time to formulate thoughts, challenge their own understanding, and reflect on their thinking in order to learn.



4 Collaborate positively with other members of the College Community.

Educators work as part of a team. Teaching teams should work collaboratively to best meet the needs of all learners. Teachers should also work collaboratively within their own departments and section, to share good practice and support one another. Educators should also have respect for all members of the college community and the work each person contributes to the overall success and running of the college.

5 Deliver the mandated curriculum and where possible aid in its development.

Educators need to be aware of the required curriculum as outlined in the Curriculum Policy. Teachers must be aware and fulfil all requirements of the curriculum, including all learner achievements and benchmarks, coursework, and exam preparation.

6 Utilise assessment for learning.

Educators use assessment processes to inform them on learner achievement and progress, which in turn influences future planning. Formative assessment should provide learners with the necessary feedback for them to improve in their learning.

7 Have a good rapport with learners and aid in their holistic development.

Educators are expected to develop a good rapport with learners built on mutual respect. Educators are expected to be approachable whilst also maintaining professional distance. Educators collaboratively form Edwardians, this is done by aiding in their personal, social, emotional and psychological development as well as maintaining and uphold the colleges standard of discipline.

8 Reflect on, and learn from practice, peer observations & P.D. sessions.

Educators engage in reflective practice and are committed to improving their skills through active participation in professional development. Teachers are expected to continually develop their skills and practices by trying new methods and reflecting on their impact.



Curriculum Implementation

Expectations and Responsibilities of teachers

- Teachers will deliver the SSC in full as intended and outlined by the relevant syllabus and curriculum documents.
- Wherever possible teachers will look to extend their teaching beyond the curriculum through lesson activities, outings and extracurricular activities that support learners natural curiosity and stimulate their creativity.
- Teachers will align their teaching vertically as well as horizontally. Linking to objectives covered across previous years or in other subjects to create a more holistic approach.
- Teachers will provide a smooth transition across year groups and sections and minimise learning gaps.
- Teachers will teach the curriculum in a learner-centred approach that abides by the principles of TUL, allowing learners the time and space to think, form connections and reflect on their work.
- Teachers will communicate the learning objectives in a clear manner, at the start of each lesson.
- Teachers will provide a scheme of work to their head of department and section.
- Teachers will keep a record of work and provide regular updates on learner progress and assessment via the schools virtual platform (myschool).
- Teachers will provide lesson plans and work with LSEs to ensure that all learners access the curriculum.

Expectations and Responsibilities of Heads of Departments (HoD)

- Heads of Department will ensure clear Schemes of Learning are being produced.
- Heads of Department will ensure that teachers have the necessary resources in order to effectively deliver the curriculum.
- Heads of Department will ensure that the booklist has all of the required books and does not list unused or underutilized items.
- Heads of Department will ensure that the methods of assessment; such as exam papers are suitable in terms of format, level of difficulty, alignment with the SSC and of high quality.

Expectations and Responsibilities of the Senior Leadership Team (SLT)

- SMT will monitor and mentor teachers to ensure they are delivering the SSC in a way that aligns with the SEC mission statement and Teaching Standards.
- SMT will provide feedback to teachers through mentoring on how to continually develop their teaching.
- SMT will identify areas for improvement amongst teachers and plan PD training accordingly.
- SMT will provide relevant support for subject and careers information for students.
- SMT will review and where needs be adapt the curriculum and subjects offered in every stage of the school.

Early Years

Throughout the Early Years classes, our pupils participate in a tailored programme designed to foster their development across multiple domains. While we adhere to the Maltese National Curriculum as our foundation, we consistently strive to challenge further the capabilities of our learners.

Within this framework, children learn the importance of cooperation, comprehension, attentive listening, and effective communication within the classroom setting. We integrate projects into our teaching methodology linked with the Emergent Curriculum approach, where children are presented with learning opportunities and their interests are carefully observed and identified. Through observations, learners' interests are identified and developed into a class project. Learners are encouraged to engage in discussions, collaborate on building, and share their personal experiences, fostering the development of healthy self-esteem.

Learning opportunities are structured around these chosen projects, yet we also embrace spontaneous learning moments, where learners' ideas are nurtured, shared, and learned from. Additionally, we instil in them a strong sense of moral understanding and independence, guiding them towards becoming self-reliant young learners and targeting our College ethos. During class sessions, learners immerse themselves in learning through diverse mediums such as music, storytelling, craft expression, and physical activities, all of which significantly contribute to their social, emotional, and cognitive growth. These activities not only enable children to express themselves physically and articulate their emotions but also help them grasp fundamental concepts.

Our curriculum is designed to nurture holistic development by providing opportunities for verbal communication enhancement, turn-taking practice, teamwork cultivation, and an appreciation for various art forms. Activities range from role-plays and science experiments to cooking sessions and exercises aimed at improving gross and fine motor skills. Outdoor learning forms an integral part of our curriculum, empowering children to blossom in confidence as they explore the freedom, time, and space. This is done through frequent outdoor learning experiences on our extensive grounds and gardens.

As learners continue to progress to Year 1 and Year 2, they transition to a blended approach, combining elements of the emergent curriculum supported by textbooks and workbooks to comprehensively address all curriculum areas.

National Toolkit for the Early Years Cycle:

https://curriculum.gov.mt/en/Curriculum/new_syllabi/Documents/Early_Years/Toolkit%20for%20the%20Early%20Years%20Cycle.pdf

While for Year 1 and Year 2 the teaching team also follow the Syllabi and Learning Outcomes:

<https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Pages/default.aspx>

Learning opportunities in Year 1 & Year 2 are offered in the following subjects:

Provided by the class teacher:

- Mathematics
- English
- Maltese
- Science
- Religion (optional)
- PSED

Provided by specialist teachers:

- Art
- Drama & Music
- Sports



Junior School

The learners from year 3 - 6 follow the Maltese National Curriculum. However extra extension material is covered in all subjects.

There are specialist teachers for the teaching of Maltese from year 3 upwards. Learners who are international learners may opt for Maltese for Foreigners or Extra English classes (ESL) from year 4, these lessons are taught in smaller groups, by specialist teachers.

Parent's may also opt out of the religion lesson and will be set individual work according to their needs.

A specialist teacher provides art classes twice a week and learners are encouraged and supported to enter further artistic competitions of which we are proud of our success.

Drama and music lessons, again with a specialist teacher occur three times a week, develop the boy's confidence and Christmas and spring concerts are a highlight of our school year.

The learners are introduced to a wide range of sports through our PE program, with three lessons per week, but extra time for break time 'house' competitive sports.

From Year 3 the subject of Social Studies is introduced to the curriculum. This included Geography, History, and Civics

Italian, Spanish, and French are taught from Year 5 and 6, with options for specialism as the learners progress to Middle school.

Learners follow both interactive and independent forms of learning which encourage their self-improvement as well as social skills.

The extensive grounds are used for lessons, where the learners are taken outside for science experiments, gardening activities, reading etc.

Think, Understand Learn, visible thinking routines are used throughout the school to stimulate the learners' curiosity and ability to co-operate with others.

Advanced Sports Curriculum

The 'Advanced Sports Curriculum' is being offered to Yr5 and Yr6 Athletes who are engaged with Sports clubs/associations. Students applying for ASC need to show proof of club affiliation/participation. Students will be offered individual coaching sessions in place of other lessons to improve their skills in their chosen sport. The sports available on the program are Football, Athletics, Basketball, Aquatics, Tennis.



Middle School

St. Edward's College Middle School is committed to providing a comprehensive and enriching educational experience for students in Years 7 and 8. Our curriculum policy outlines the structure, content, and delivery of the subjects offered, ensuring alignment with the Maltese National Curriculum and fostering holistic development.

Subject Offerings

- Religion or Ethics: 2 lessons (1 hour 20 minutes) per week
- English: 6 lessons (4 hours) per week
- Maths: 6 lessons (4 hours) per week
- Maltese or Maltese for Foreigners or English as a Foreign Language (EFL): 3 double lessons (4 hours) per week
- Science: 3 lessons (2 hours) per week
- Foreign Language (Italian or French or Spanish): 3 lessons (2 hours) per week
- ICT C3: 2 lessons (1 hour 20 minutes) per week
- Physical Education (PE): 2 lessons (1 hour 20 minutes) per week
- Personal, Social, and Career Development (PSCD): 1 lesson (40 minutes) per week
- Art: 2 lessons (1 hour 20 minutes) per week
- Drama: 2 lessons (1 hour 20 minutes) per week
- History: 1 lesson (40 minutes) per week
- Geography: 1 lesson (40 minutes) per week
- Social Studies: 1 lesson (40 minutes) per week
- Activities Slot: 2 lessons (1 hour 20 minutes) per week

Additional Information

ICT C3 Certification: Students undergo examination and practical assessments as set by the National Curriculum Centre. Marks are cumulative from Year 7 to Year 11, leading to a final certification at the end of Year 11.

Language Provision: Non-Maltese nationals with proficiency in English follow Maltese for Foreigners. A MATSEC qualification is attainable at the end of Year 11. Students needing English language support receive additional EFL lessons.

Subject Changes/Drops: Requests for changing or dropping subjects must be made in writing to the Head of Section and Headmaster. Decisions are made in consultation with school professionals and parents, subject to the Headmaster's discretion.

Curriculum Delivery

Alignment with National Curriculum: The curriculum adheres to the Maltese National Curriculum's Learning Outcomes Framework. Detailed syllabi can be found here:

https://curriculum.gov.mt/en/Curriculum/new_syllabi/Pages/year_07_08.aspx

St. Edward's College Middle School curriculum prepares students for future academic challenges, providing a well-rounded education that nurtures intellectual, social, and personal growth. Through engaging lessons, individualized support, and alignment with national standards, we empower students to excel academically and become responsible global citizens.



Senior School

St. Edward's College Senior School is committed to providing a holistic education and skill development. During Year 9, 10 and 11, students are prepped to sit for SEC examinations and IGCSE where possible.

Subject Offerings

Core

- English: 5 lessons (3hours 20 mins) per week
- Maltese or Maltese for Foreigners or English as a Foreign Language (EFL): 5 lessons (3hours 20 mins) per week
- Maths: 3 double lessons (4 hours) per week

Options

- Religion or Ethics: 1 double lesson (1 hour 20 minutes) per week
- Geography or History 3 lessons per week (2 hours)
- Foreign Language (Italian or French or Spanish): 3 lessons (2 hours) per week
- ICT C3: 1 lesson (40 minutes) per week
- 3 x Option subjects 2 Double lessons (2 hours 40 minutes) each per week from the following list:

- o Physics*
- o Chemistry*
- o Biology*
- o Business Studies
- o Economics
- o Accounts
- o Computing
- o Drama
- o Art
- o PE option
- o SEC VOC ICT
- o SEC VOC Media Studies

* At least one of the 3 science options must be chosen

Courses may not run if the number of students is below 5 students.

Non-Examinable subjects

- **Physical Education (PE):** 1 double lesson (1 hour 20 minutes) per week
- **Personal, Social, and Career Development (PSCD):** 1 lesson (40 minutes) per week

Subjects offered at IGCSE and/or SEC

Wherever possible students are prepared to sit for IGCSE exams as well as SEC exams. In some subjects this may include some extra topics which may need to be covered in conjunction with the teacher or in some cases individually.

Subjects available at both IGCSE and SEC:

- English Language
- Maths
- Geography*
- History*
- Business Studies
- Economics
- Accounts
- Computing*

*The syllabi do not align fully therefore individual learning will be required to sit these at IGCSE level

Only available at SEC:

- Maltese
- MFF
- Religion
- Ethics
- Art
- PE Option
- Vocational ICT
- Vocational Media

Only available at IGCSE:

- **ESL**

Subject Syllabi

Sec Syllabi can be found here: [Syllabi - L-Università ta' Malta \(um.edu.mt\)](http://www.um.edu.mt/um/education/secondary-education/secondary-education-syllabi)

IGCSE syllabi can be found here: [Cambridge IGCSE subjects \(cambridgeinternational.org\)](http://www.cambridgeinternational.org/igcse)

KTI Achieve Program

The King's Trust International Achieve (KTI) program is a subject option available from year 9. The KTI Achieve program compliments all other subjects in the vocational and applied route. Achieve activities include teamwork, discussions, hands-on practical activities and outdoor activities. Students have the choice to work towards qualifications at different levels (MQF Level 1, MQF Level 2, MQF Level 3). Achieve at MQF Level 3 (Ordinary level) is a recognised qualification at MCAST and ITS. There are no annual exams related to KTI Achieve and all work is assessed through a portfolio of the evidence done in class throughout the scholastic year. Students' evidence can be in various formats such as written and audio, digital, video and visual (in Maltese or English).

Aims of the program:

- To enhance the personal development and employability skills for students, emphasising on careers and preparation for work with opportunities to link up with employers
- To provide young people with the pace and attention they need to learn skills, develop confidence, raise aspirations and improve their attitude to learning as well as to form a sense of ownership of their work and development
- To empower students in decision making and leadership skills
- To prepare students for progression into further education programmes or into the world of employment

List of skills achieved:

- Career planning
- Work experience
- Project based learning
- Teamwork skills
- Leadership skills
- Digital skills
- Undertaking an Enterprise Project
- Community Project
- Managing money
- Well-being- Healthy lifestyle
- Customer service
- Personal development
- Sustainability
- Presentation skills
- Well-being - Physical activity



Sixth Form

The Sixth form follows the International Baccalaureate Diploma Program. All students are strongly encouraged to undertake the full diploma although students may opt to do IB courses.

The 6th form follows a weekly 40 lesson timetable. The following is the number of 40 minute lessons held per subject per week:

- 7 lessons per week in 3 HL subjects
- 5 lessons per week in 3 SL subjects
- 3 lessons per week for TOK
- 1 lesson per week for CAS

SEC will deliver the full IB curriculum in each subject with the intended Approaches to Teaching and Learning (ATL) and principles outlined in the IB "Diploma Programme: From principles to Practice" document and Diploma Guides. Teachers should aim to develop students in accordance to the "IB Learner Profile", international mindedness with reference to the Diploma Core.a

Higher level (HL) and Standard Level (SL) courses as well as Language B and Ab Initio courses are taught concurrently in the same classroom, with the exception of Maths Analysis and English A Language and Literature. Courses may not run if the number of students is below 5 students.

The subjects available are:

- English A Language & Literature HL & SL
- Self taught Literature A SL
- French B SL & Ab Initio
- Italian B SL & Ab Initio
- Spanish B SL & Ab Initio
- Environmental Systems & Societies SL
- Psychology HL & SL
- Philosophy HL & SL
- Business & Management HL & SL
- Economics HL & SL
- History HL & SL
- Physics HL & SL
- Chemistry HL & SL
- Biology HL & SL
- Computer Science HL & SL
- Mathematics Analysis & Approaches HL & SL
- Mathematics Application & Interpretation SL
- Visual Arts SL

Other courses can be offered through Pamoja Online.

Self Taught Literature A are strongly advised to recruit an external tutor for language support.

Subject syllabi are not publicly available but can be shared by teachers.

Inclusion Department

When a teacher identifies that a learner may be experiencing difficulty coping academically, socially, or emotionally, an observation sheet shall be completed and submitted to the Inclusion Coordinator (INCO). The INCO will then conduct an observation and convene an internal meeting to review the findings prior to any communication with the parents or guardians.

If further evaluation is considered necessary, the parents or guardians will be requested to pursue a psychological assessment. This assessment will identify the learner's strengths and challenges and will provide recommendations for appropriate interventions and support. In cases where the learner is referred to the Statementing Moderating Panel and support is approved, an Individual Educational Programme (IEP) will be formulated collaboratively by all relevant stakeholders, including the school, parents or guardians, and involved professionals. The IEP shall reflect the learner's individual needs, with specific and measurable goals tailored to promote progress.

Wherever possible, the learner will remain within the class-level curriculum, with adaptations or accommodations made to ensure meaningful access. In circumstances where the curriculum level exceeds the learner's current abilities, the programme will be modified to focus on the development of functional skills that promote independence. The National Curriculum Framework, with particular reference to its learning outcomes, shall serve as a guideline for determining the learner's level of functioning.



Literacy Support-Program

The Literacy Support Programme provides targeted intervention for students who experience difficulties in reading, spelling or general literacy development, including those with specific learning differences such as dyslexia. The aim of the programme is to ensure all students acquire the literacy skills necessary to access the wider curriculum with confidence.

Across the college, students are identified for support through teacher referrals, or recommendations from the Inco Department. A reading screening test is administered in Year 2 to identify early learning gaps, and a brief literacy assessment is carried out prior to intervention to establish a baseline for tracking progress. Support may be delivered individually or in small groups according to the specific needs of each learner.

The programme focuses on key areas such as phonemic awareness, phonics, reading fluency, spelling strategies, and vocabulary development. Student progress is monitored regularly through assessment and observation to ensure interventions remain responsive and effective.

In addition to student support, the program provides guidance and workshops for parents to promote literacy development at home and strengthen the partnership between school and family.



Contact Us

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