



## CURRICULUM DOCUMENTATION POLICY

<b>Reviewed:</b>	April 2026
<b>Next Review Due:</b>	June 2027
<b>Applies To:</b>	All Staff
<b>Owner:</b>	Deputy Head
<b>Approved By:</b>	Board of Directors

### Mission, Vision and Values

#### Mission

To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

#### Vision

To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

#### Aim

An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

#### Values

Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential.

# 7Hills International School

ADVENTURE IN LEARNING

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## 1. Introduction

At 7Hills International School (7Hills), curriculum planning and documentation are central to delivering a high-quality international education that supports all learners in reaching their full potential. Effective curriculum documentation ensures that teaching and learning are coherent, progressive and responsive to the needs of students across all phases of the school.

As an international school offering the International Middle Years Curriculum (IMYC), Pearson Edexcel IGCSE and Pearson Edexcel A Level programmes, 7Hills is committed to maintaining clear and purposeful curriculum structures that promote consistency, academic rigour, interdisciplinary learning and student development.

This policy establishes a whole-school framework for curriculum documentation and review. It is designed to support high standards of teaching and learning, ensure continuity across year groups and subjects, and promote reflective professional practice in line with the school's values and improvement priorities.

The policy also supports the school's commitment to continuous improvement and aligns with the expectations of the Council of International Schools (CIS), evidence-informed curriculum leadership and recognised international best practice.

## 2. Purpose

The purpose of this policy is to establish a clear and consistent approach to curriculum documentation across all subject areas and phases of the school. Through effective curriculum planning and documentation, 7Hills aims to:

- ensure progression and coherence across IMYC, IGCSE and A Level programmes
- support high-quality teaching and learning
- provide clarity around curriculum intent, implementation and assessment
- ensure consistency while maintaining appropriate professional autonomy
- support collaboration, reflection and curriculum improvement
- ensure curriculum documentation is accessible, purposeful and regularly reviewed
- align curriculum practice with CIS accreditation expectations and international standards

Curriculum documentation should support both long-term strategic curriculum development and responsive classroom practice.

## 3. Scope

This policy applies to all teaching staff, Heads of Department, curriculum leaders and senior leaders involved in curriculum planning, delivery, review and quality assurance at 7Hills International School. It applies across all curriculum phases and programmes, including:

- International Middle Years Curriculum (IMYC)
- Pearson Edexcel IGCSE
- Pearson Edexcel A Level
- intervention and support provision
- enrichment and interdisciplinary learning opportunities

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The policy governs the creation, review, storage and monitoring of curriculum documentation across the school.

## 4. Guiding Principles

Curriculum documentation at 7Hills International School is guided by the following principles:

**Coherence** - Curriculum planning should ensure alignment and continuity across year groups, key stages and subject areas.

**Progression** - Curriculum documentation should demonstrate clear progression in knowledge, understanding, skills and conceptual development over time.

**Clarity** - Documentation should be purposeful, accessible and sufficiently detailed to support effective teaching, learning and curriculum review.

**Responsiveness** - Planning should remain flexible enough to respond to assessment data, student need, reflection and professional judgement.

**Accountability** - Curriculum documentation should provide clarity regarding expectations, curriculum coverage and responsibilities across departments and leadership teams.

**Quality Assurance** - Curriculum planning and documentation should be reviewed regularly to ensure alignment with curriculum frameworks, assessment expectations, school priorities and CIS standards.

## 5. Curriculum Documentation Structure

Curriculum documentation at 7Hills is organised across three interconnected levels: long-term planning, medium-term planning and short-term planning. Together, these provide a coherent framework for curriculum delivery and review.

### 5.1 Long-Term Planning (Curriculum Maps)

Long-term curriculum maps provide a high-level overview of the intended learning journey within each subject and year group. These documents support curriculum coherence, progression and alignment across all phases of the school. Curriculum maps should identify:

- units, themes or topics to be covered
- key concepts, big ideas and essential knowledge
- sequencing and progression across the academic year
- approximate duration of units
- assessment points and major outcomes
- alignment with IMYC, IGCSE and A Level frameworks
- opportunities for interdisciplinary learning where appropriate

Long-term planning should ensure that curriculum coverage is balanced, appropriately sequenced and aligned with both subject-specific and whole-school priorities.

Heads of Department are responsible for overseeing the development and review of curriculum maps, with oversight from the Deputy Head and Senior Leadership Team.

### 5.2 Medium-Term Planning (Schemes of Work)

Medium-term planning translates curriculum maps into detailed teaching sequences that support effective delivery within individual units or learning cycles.

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Schemes of work should provide sufficient detail to support consistency and curriculum quality while still allowing teachers the professional flexibility to adapt lessons in response to student need and classroom context. Medium-term planning should include:

- unit overviews and learning sequences
- key knowledge, understanding and skills
- suggested teaching and learning activities
- opportunities for formative and summative assessment
- cross-curricular and interdisciplinary links
- subject-specific terminology and concepts
- recommended resources and materials
- opportunities for literacy, communication and critical thinking development

Schemes of work should reflect the inquiry-based and internationally minded ethos of the school while supporting academic challenge, student engagement and progression. Medium-term planning is developed collaboratively by subject teachers and quality assured by Heads of Department.

## 5.3 Short-Term Planning

Short-term planning supports responsive and effective classroom practice. It should provide sufficient clarity to demonstrate intended learning, teaching approaches, assessment opportunities and adaptation for student need while maintaining professional flexibility and teacher autonomy.

Short-term planning may take different forms depending on the subject, phase or context, including annotated presentations, weekly overviews or lesson-by-lesson planning documentation. Planning should demonstrate:

- clear learning intentions
- appropriate teaching and learning strategies
- opportunities for formative assessment
- differentiation and inclusion strategies
- adaptation in response to prior learning and assessment
- opportunities for reflection and adjustment

At 7Hills, effective short-term planning should support engaging, well-structured lessons that promote inquiry, participation, challenge and student progress. Individual teachers are responsible for maintaining effective short-term planning. This is monitored through lesson observations, learning walks, professional dialogue, student outcomes and curriculum review processes.

## 6. Curriculum Review and Development

Curriculum documentation should remain dynamic and responsive rather than static. Regular review supports continuous improvement and ensures that curriculum provision remains relevant, challenging and effective.

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## 6.1 Long-Term Planning Reviews

Long-term curriculum maps should be formally reviewed at least annually, with larger strategic reviews taking place in response to curriculum changes, accreditation processes, examination specification updates or school improvement priorities. Reviews should consider:

- curriculum balance and sequencing
- progression across year groups
- assessment outcomes and attainment data
- student engagement and participation
- alignment with school vision and international standards

Heads of Department lead this process with oversight from Senior Leadership Team.

## 6.2 Medium-Term Planning Reviews

Schemes of work should be reviewed throughout the academic year and refined based on:

- student performance data
- teacher reflection
- moderation outcomes
- curriculum evaluation
- feedback from learning walks and observations

This process supports collaborative curriculum development and encourages reflective professional practice.

## 6.3 Short-Term Planning Reviews

Short-term planning should remain responsive and adaptable. Teachers are expected to adjust lessons and teaching approaches based on formative assessment, student understanding and classroom dynamics. Reflection and adaptation form an essential part of effective teaching and curriculum implementation.

## 7. Roles and Responsibilities

Effective curriculum implementation relies on shared responsibility across the school.

### 7.1 Senior Leadership Team

The Senior Leadership Team is responsible for:

- ensuring alignment with the school vision and improvement priorities
- monitoring curriculum quality and consistency
- supporting curriculum development across departments
- ensuring alignment with CIS standards and international best practice

### 7.2 Deputy Head of School

The Deputy Head of School is responsible for:

- overseeing whole-school curriculum coherence

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- leading curriculum review and development processes
- supporting curriculum alignment across IMYC, IGCSE and A Level
- monitoring implementation and quality assurance processes

## 7.3 Heads of Department

Heads of Department are responsible for:

- leading curriculum planning within their subject areas
- ensuring progression and assessment alignment
- quality assuring curriculum documentation
- supporting staff development and collaboration
- monitoring curriculum delivery and student outcomes

## 7.4 Subject Teachers

Teachers are responsible for:

- developing effective medium- and short-term planning
- delivering high-quality teaching and learning
- adapting planning in response to assessment and student need
- engaging in reflective practice and curriculum improvement
- maintaining curriculum documentation in line with school expectations

## 8. Monitoring and Quality Assurance

Curriculum implementation and documentation will be monitored through a range of quality assurance processes designed to support continuous improvement. These may include:

- learning walks and lesson observations
- work scrutiny and moderation
- student progress and attainment data
- curriculum review meetings
- student voice and feedback
- professional dialogue and departmental review

Monitoring processes are intended to support professional growth, curriculum consistency and improved student outcomes.

## 9. Alignment with Professional Standards

This policy reflects the school's commitment to coherent curriculum design, evidence-informed teaching practice and continuous improvement in alignment with:

- Council of International Schools (CIS) standards
- IMYC philosophy and inquiry-based learning
- Pearson Edexcel curriculum expectations
- internationally recognised curriculum leadership principles
- evidence-informed approaches to teaching and learning

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The policy also reflects the school's commitment to international-mindedness, interdisciplinary learning, student wellbeing and holistic development.

## 10. Documentation and Storage

All curriculum documentation must be stored centrally using approved school systems and shared drives. Departments are responsible for ensuring that:

- documentation is organised and accessible
- version control is maintained
- planning documents remain updated
- relevant staff and leaders can access required materials

Consistent storage systems support continuity, collaboration and curriculum oversight across the school.

## 11. Monitoring and Review

This policy will be reviewed annually by the Deputy Head of School and Senior Leadership Team to ensure continued alignment with:

- school improvement priorities
- curriculum developments
- CIS accreditation expectations
- operational and academic needs

The school reserves the right to amend this policy where necessary in response to curriculum or organisational developments.

## 12. Distribution and Access

This policy is available to all staff through the school's shared drive and internal systems. Printed copies may be requested from reception. Relevant sections may also be shared with parents, governors or accreditation teams where appropriate.