



THE
JUNIOR & SENIOR
SCHOOL

Inspiring young people to think & care

THE SENIOR SCHOOL STUDY GUIDE

2026 - 2027



Educating since 1944

THE JUNIOR SCHOOL | THE SENIOR SCHOOL

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1. School Details

The Senior School

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Email: sscontact@tjss.ac.cy

Website: [The Junior and Senior School](#)

Head of School / Principal: Dr Dan Moore

Senior School Headteacher (Interim): Mrs Eithne O’Riordan

School Calendar

The school year for students begins on Thursday, 03rd September 2026, and ends on Friday, 25th June 2027.

The School Year is divided into three terms: Autumn, Spring and Summer.

Autumn Term: Thursday 3rd September to Friday 18th December 2026 inclusive.

Spring Term: Thursday 7th January to Thursday 23rd April 2027 inclusive.

Summer Term: Monday, 10th May to Wednesday, 25th June 2027 inclusive.

School Day: Senior School

The Senior School hours are from 8.05am to 01.55pm – Mon-Thurs; 8.05-2.20pm – Fri.
Afternoon activities begin following a short lunch break - 1.55/2.20pm.

School Holidays & Celebrations

- 01st October 2026 - Public Holiday (Cyprus Independence Day)
- 23rd October 2026 - School Celebration (Founder’s Day)
- 26th – 30th October 2026 - Half Term holiday
- 28th October 2026 - Public Holiday (Greek National Day “OXI”)
- 21st December 2026 - 7th January 2027 - Christmas Holidays
- 06th January 2027 - Public Holiday (Epiphany)
- 4th March 2027 - School Celebration (Tsiknopempti)
- 8th – 12th March 2027 - Half Term Holiday
- 15th March 2027 - Public Holiday (Green Monday)
- 25th March 2027 - Public Holiday (Greek Independence Day)
- 01st April 2027 - Public Holiday (Cyprus National Day E.O.K.A)
- 26th April - 7th May 2027 - Easter Holiday
- 01st May 2027 - Public Holiday (Labour Day)
- 10th June 2027 - School Holiday (Ascension Day)
- 11th June 2027 - School Holiday (St. Barnabas)
- 21st June 2027 - Public Holiday (Kataklysmos)

Please note that all dates are subject to change; please refer to the school website for updates.

Staff Training Days

Up to nine (9) days of staff training at the beginning and end of the year.

All our key policies, including those relating to Health & Safety, can be found on our website as well as current staff details and areas of responsibility.

<https://www.tjss.ac.cy/page/?title=School+Policies+and+Reports&pid=30>

*Note TJSS: The Junior and Senior School.

2. Welcome from the Headteacher

Message from the Headteacher

Dear Parent/Carer and Student,

Welcome to The Junior and Senior School. This Study Guide has been created to support you as you begin a new academic year with us and to provide the essential information that will help you feel prepared, confident, and fully engaged in school life.

As an inclusive and community-minded school, we are committed to ensuring that every student feels a strong sense of belonging. Our aim is to nurture each young person so they can flourish academically, socially, and personally. With the introduction of the IB Diploma Programme in September 2025, we are expanding our educational pathways to offer a truly international learning experience, one that encourages critical thinking, global awareness, and personal responsibility.

Every student is supported by a dedicated Form Tutor who oversees their well-being and overall progress. Working closely with the relevant Head of Year, the Form Tutor is the primary point of contact for parents and carers. Subject teachers are also available to discuss academic matters, homework, assessments, or any concerns that may arise. Strong, respectful communication between home and school is central to our shared goal of helping each student achieve their best.

Learning at The Junior and Senior School extends far beyond the classroom. Our rich enrichment and extra-curricular programme offer students a wide range of opportunities to explore their interests, develop new skills, and build meaningful connections. From our morning sports programme supporting elite athletes, to our thriving Performing Arts Department, to clubs, societies, service projects, and leadership initiatives, students are encouraged to participate fully in school life and discover their individual strengths.

As we prepare for the start of the new school year in September, we kindly remind students to arrive punctually and to wear the correct school uniform in accordance with our Uniform Regulations. Punctuality and smart presentation contribute to a positive school culture and reflect pride in being part of our community.

This Guide outlines the key information relevant to both parents and students. Should you require any further clarification, please feel free to contact the School.

We look forward to a purposeful, inclusive, and inspiring academic year ahead.

Best wishes

Eithne-Raphael O’Riordan

Interim Headteacher

3. The Governing Body

Governance

TJSS Senior School is unique in Cyprus as a not-for-profit company owned by parents. The affairs and property of the school are managed by the Directors of the Company, the Board of Governors, whilst the Principal and the Senior Leadership Team have the responsibility for its day-to-day running.

The Company's sole purpose is to ensure, via its Board of Governors, AGMs and EGMs, the ongoing success of the school, within the ethos of our statement of purpose and objectives, in the best interest of the students.

The Company stages an Annual General Meeting, with an agenda that always contains the following:

- Approval of the minutes of the previous AGM
- Presentation (and approval) of the audited accounts of the previous school year
- Appointment of auditors
- Appointment of Board of Governors (if applicable)
- Principal's report to the members
- Any other business

The Board consists of eleven members, ten of whom are elected by all Company members during the Annual General Meeting at the end of the summer term. Governors are elected for a period of three years, at the end of which they are eligible for re-election for another three-year period. The eleventh member is an individual who is not a member of the Company (nor a parent/legal guardian of a student in the school) and is appointed by the Board for one year, with the possibility of renewal for a total of three years.

This group of volunteers brings to the school their wide range of backgrounds and professional expertise. Effective governance is a key aspect for the success of every school. Governors have a vital role to play in contributing towards setting the vision and the strategic direction given, the goals aimed at, and the ethos aspired to. The Board works closely with the school's leadership to ensure that each student has access to the best possible education, within a safe, stimulating and highly positive environment.

The Board meets regularly, but further meetings are held in its three permanent committees, according to the Memorandum and Articles of Association, the Junior School Committee and the Senior School Committee, as well as the Finance Committee and other ad-hoc committees. All committees deliberate and present their suggestions to the whole Board, which examines and decides whether to approve or not the recommendations made.

For the current Board, please refer to our website.



4. An Overview of the Junior and Senior School

4.1. School Mission and Aims

The school aims to provide for its students an excellent, innovative and creative education that enables them to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community.

TJSS Senior School offers top-class facilities, operating in beautiful grounds with modern, state of the art facilities fit for 21st century learning, including well-equipped classrooms, sports grounds and recreational areas as well as science laboratories, drama and music studios and a swimming pool.

TJSS is an all-through school based on the National Curriculum for England and an authorised IB World School. We provide a seamless continuum of education from Early Years through to Sixth Form, with students able to choose the IB Diploma Programme at Key Stage 5. Over 800 students attend the long-established Junior School and over 650 the Senior School, which can also be joined by students from Greek and other primary schools in Year 7 (equivalent to the first year of secondary education/gymnasium), depending on the availability of places. The medium of instruction in our school is the English Language and therefore all our students graduate fully proficient in speaking, listening, reading and writing in English.

Having the same ethos throughout and the Principal's oversight across the two sites of the school provides a unique opportunity to follow an English National Curriculum education in a supportive and encouraging atmosphere. Graduates leave with IGCSEs and A levels/IBDP as well as a Cyprus Ministry of Education acknowledged secondary school leaving certificate (Apolytirion) consisting of internal assessments, enhancing the qualification package offered. The school has high academic standards, and its external results show evidence of very positive added value and regular success in external examinations. We pride ourselves on student progress and regularly monitor student achievement, intervening where necessary to promote academic achievement. Such high achievement allows students to access prestigious universities in the UK, Europe, North America and other destinations worldwide.

4.2. Structure

TJSS Senior School is organised into 3 Key Stages:

Key Stage	Years	Age	Campus
Key Stage 3	Years 7 to 9	Age 11/12 to 14/15	Senior School Campus
Key Stage 4	Years 10 & 11	Age 14/15 to 16/17	Senior School Campus
Key Stage 5 (6th Form)	Years 12 & 13	Age 16/17 to 18/19	Senior School Campus

TJSS Senior School is a licensed Private School operating under the regulations of the Ministry of Education, Sport and Youth. The Senior School teaches the English National Curriculum in Key Stages 3, 4 and 5 and students are prepared for IGCSEs and A Levels as well as the Apolytirion. In addition, we are now offering the International Baccalaureate Diploma Programme from September 2025. Students are assigned to classes according to their age, which is subject to the Cyprus Ministry of Education, Sport and Youth requirements.

Educating international and Cypriot students since 1944, the school is a British Schools Overseas accredited institution. Regular ISI inspections are scheduled and members of staff, the senior leadership of the school, as well as its governors undergo regular training to ensure clarity of strategy and goals and efficient monitoring and addressing of current and future educational needs. Inspected in October 2016 by the International Independent Schools Inspectorate (ISI), the school achieved high levels of praise for its work and an inspection at the end of 2019 also saw the school being found compliant and successful in all areas. Our last full ISI inspection took place in November 2024, and we were awarded 'Excellent' in both Pastoral and Academic areas. The full ISI inspection report can be found on our website.

Co-curricular and Extra-curricular programme

The school aims at creating all-rounders: students who excel in academics but are also involved in co-curricular and extra-curricular activities. There are extensive opportunities: the Afternoon Activities programme begins after the end of the school teaching day and offers a comprehensive range of artistic, dramatic, musical and sporting activities as well as many other possibilities to suit all interests, such as chess and learning a new language. The school's choirs and orchestras organise annual concerts, and the aim is to have a musical production every other year, allowing students to experience performing, devising, composing as well as the technical supporting roles of theatre and concerts. Other activities at the Senior School include the Duke of Edinburgh International Award Scheme, Model United Nations, European Youth Parliament, chess club, public speaking and debate, the Junior Achievement programme and many more.

Sport and Health

Sport is an integral and compulsory element of our curriculum throughout the School and our sports teams are becoming increasingly competitive in Pancyprian competitions. The

timetabled Physical Education lessons are supported by a wide variety of sporting activities covered by the Afternoon Activities programme, many of which are included in the school fees. Success in sport helps the students to build their sense of fair play, resilience and determination, as well as encouraging a sense of teamwork.

Aspects of health related to exercise and healthy eating are covered as part of the Personal Social Health and Economics Education (PSHE) curriculum at various stages during the students' education. Our Sports School for elite athletes was also inaugurated in September 2022. The Sports School offers tennis and football.

Excursions and Visits

The school aspires to educate the global leaders of the future in an environment that endeavours to challenge and support them, offering different educational and other experiences both in Cyprus and overseas. School trips are often organised locally and abroad, complimenting the curriculum and allowing students to gain fresh cultural insights and remarkable learning experiences that they cherish for years to come; recent trips have included visits to Rome, Berlin, Madrid, London, Thessaloniki and a number of other destinations.

Reading and Libraries

The cultivation of students' love for books and the development of a friendly relationship with reading aim to sharpen their critical thinking, awaken their imagination, broaden the horizon of their experiences and depth of sensitivity, cultivate reflection on contemporary social issues, improve language expression, develop their aesthetic criteria and enhance their critical-interpretative capacity. TJSS Senior School benefits from a well-equipped library with a full-time librarian. The development of reading is an integral part of the curriculum through English lessons. The school strengthens the effort to develop reading by organising events such as the Book Week, writers' and illustrators' visits to school and book presentations, reading clubs, competitions to write essays and literary texts, book publications with students' creative work and many other activities which further support the development of reading.



5. The profile of the Senior School

The Senior Leadership Team (SLT)

Headteacher: Ms Eithne Raphael O’Riordan (Interim)

Deputy Head Curriculum / Assessment and Teaching and Learning: Ms Eleni Kallitsi

Deputy Head Pastoral: Ms Anne-Marie Theodorou

Assistant Head Teacher (KS3 Pastoral, extra-curricular): Ms Lysimachi Vasiliou

Assistant Head Teacher (CPD, Exams; Digital Literacy): Mr George Kaccoufa

Head of IB: Ms Deepa Dindoyal

Number of classes per year: 4

Number of students per class: Normally 24. Option sets vary in number in KS4 and KS5.

The transition from Primary to Secondary school is a crucial one and as an all-through school, the Senior School builds on the excellent foundations of the Key Stage 1 and Key Stage 2 Curriculum of the Junior School as well as ensure that those joining the school from other primary schools are given every assistance in their process of adaptation. There are regular meetings between Year 6 teachers and middle and senior leaders of the Senior School to prepare for our new entrants, and we have a Head of Year 7 whose role it is to oversee the welcome and progress of all students in their first year of secondary.

The Senior School follows the seven years of the English National Curriculum at Key Stages 3, 4 and 5 leading to public examinations in International (I)GCSEs (Year 11) and then in Key Stage 5 (Years 12 and 13, also called the Sixth form) onto AS and A Level examinations as preparation for university entry in the United Kingdom, Europe, North America and other international destinations.

Going into Key Stage 4, students select eight subjects, four of which are compulsory: English, Mathematics (including an accelerated GCSE group that sits the examination a year early), at least one Science subject and a Modern Foreign Language (mainly Greek, with an advanced group that may take the examination a year early). The other 4 subjects are options and there is a wide range to choose from. Students who need further stretching

academically can choose up to 10 subjects in total. The two-year programme culminates in external public examinations that are prepared, published and assessed by the examination boards in the UK.

Following on, the post-16 curriculum we offer at the Senior School is an academic one and comprises a wide variety of courses examined at AS and A Level. The majority of students select up to four A Level subjects in Year 12. None of these subjects are mandatory as students can choose usually according to their desired career path and due the fact that there is a wide range of subjects to choose from. There are, however, common core subjects that are compulsory for all students in KS5. The Greek Civil Service Examinations are also available for interested students as well as the IELTS. Again, the public examinations are prepared, published and assessed by the examination boards in the UK. A Level results are published in August.

We also offer the International Baccalaureate Diploma Programme in Key Stage 5. The IBDP is a rigorous two-year programme designed to develop inquiring, knowledgeable, and caring young people who are prepared to succeed in a rapidly changing world. Through its balanced curriculum, emphasis on critical thinking, research skills, and global awareness, the programme encourages students to become independent learners and responsible citizens. Core components such as the Extended Essay, Theory of Knowledge and Creativity, Activity, Service (CAS) support personal growth and community engagement, while a wide choice of subjects allows students to tailor their studies to their interests and future aspirations. As an inclusive school, we are committed to guiding each student through the demands of the programme and ensuring they are supported academically and personally throughout their IBDP journey.

In addition to our programme of A Level study or IBDP, all our students in their final two years of education study for our Apolytirion. The Apolytirion is a rigorously assessed qualification awarded at the end of Year 13. To qualify for the Apolytirion our students are examined three times over the academic year in Year 13 (December, February and March Apolytirion examinations), on their A Level subjects or IB/DP as well as being assessed in the Core subjects. The final mark is a total out of 20. Apolytirion results are published in May to early June, and the certificates are awarded at a later Graduation Ceremony. The Apolytirion is approved by the Ministry of Education Sport and Youth as a Private School Apolytirion and is a formal certificate of secondary education, equal in status and validity to that offered in public schools in Cyprus.

Facilities

The Senior School premises are located on the outskirts of Nicosia in Latsia. The grounds are landscaped and extensive and the sports facilities ideal for the Physical Education part of the curriculum with tennis courts, basketball, volleyball and futsal courts, an athletics track, a large swimming pool, indoor gym and many other facilities. To enhance the number of classrooms, a new suite of eight classrooms was opened at the beginning of 2019. As well as classrooms, the buildings house specialist rooms such as computer suites, laboratories, a drama studio, a dance studio, music rooms, squash courts, a library etc. There are also offices, a canteen and a nurse's station to cater for the needs of the staff and students.

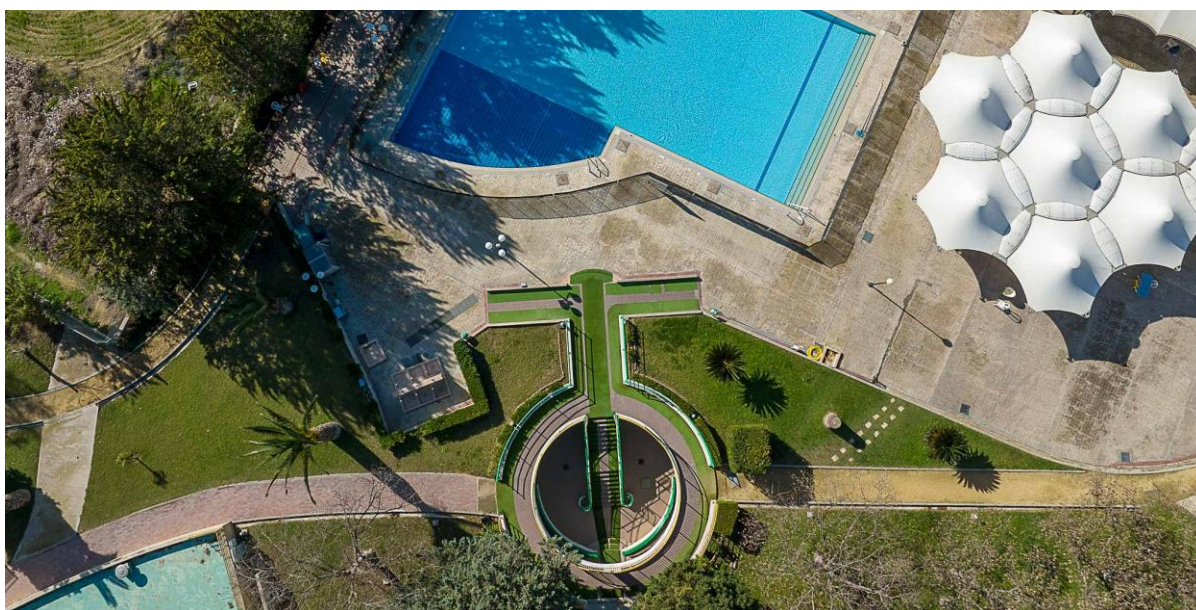
The House System

The Senior School has a House system, each with its own House colours: Christodoulides (Green), Gayford (Yellow), Kenny (Blue) and Stone (Red).

The House System helps build an individual's strengths within a group and creates a bond with other students of all ages. These smaller School communities engender healthy rivalry in friendly games and other co-curricular activities, building team skills, leadership skills and co-operation. As students progress through the School they become increasingly involved in running their Houses and coordinating activities such as House sporting and charity events. These 'schools within schools' provide healthy competition but also play a key part in making a student feel part of a community as well as offering opportunities to get to know and work with students of other ages.

Head Girl and Head Boy

Towards the end of Year 12 applications are submitted from candidates who are interested in being student leaders: Head Girl or Head Boy. These students must demonstrate a good behavioural record and involvement in some leadership role, such as mentoring younger students, giving parents tours around school, being a House or Sports Captain or a Prefect etc. It is not necessary to have attended all years at the Senior School, but candidates do need to have attended from the beginning of Year 12.



Candidates submit a written application where they state what qualities they think will be needed for the position, what experience they have that will help them meet the requirements of the position, what they would like to be remembered for, etc. The applications are reviewed by the Principal, Headteacher, Head of Sixth Form and Deputy Head Pastoral and candidates are short-listed.

The short-listed candidates are invited to an interview where they are asked further questions and will deliver a presentation on what they would like to contribute to the school if they were chosen as Head Girl or Head Boy. The same panel as above then vote on who will be Head Girl and Head Boy.

The following are the responsibilities expected from Head Girl and Head Boy:

- To speak at public events (such as Assemblies or Open Evenings);
- To represent the School (and especially the 6th Form) to the wider community;
- To liaise with specific members of staff, such as the Principal, Headteacher, Head of Sixth Form, other SLT members on various issues;
- To work closely with and support School Council Representatives from all Year groups as and when required;
- To contribute to change/improvement in The Senior School by being involved in student affairs, working groups etc.;
- To be closely involved in the planning and organisation of the Year 13 Graduation Ceremony.

School day – Note: Timings may vary according to circumstances

Sports School 07:20-9.05	Sports School 07:20-9.05	Sports School 07:20-9.05	Sports School 07:20-9.05	
Reg/Assembly 8:05-8:15	Reg/Assembly 8:05-8:15	Reg/Assembly 8:05-8:15	Reg/Assembly 8:05-8:15	
Period 1 08:15-09:05 (50 min)	Period 1 08:15-09:05 (50 min)	Period 1 08:15-09:05 (50 min)	Period 1 08:15-09:05 (50 min)	PSHE 08:05 - 08:40 (35 min)
				Period 1 08:40-09:30 (50 min)
Period 2 09:05-09:55 (50 min)	Period 2 09:05-09:55 (50 min)	Period 2 09:05-09:55 (50 min)	Period 2 09:05-09:55 (50 min)	
				Period 2 09:30-10:20 (50 min)
Break 09:55 - 10:15	Break 09:55 - 10:15	Break 09:55 - 10:15	Break 09:55 - 10:15	
				Break 10:20 - 10:40
Period 3 10:15-11:05 (50 min)	Period 3 10:15-11:05 (50 min)	Period 3 10:15-11:05 (50 min)	Period 3 10:15-11:05 (50 min)	Period 3 10:40-11:30 (50 min)
Period 4 11:05-11:55 (50 min)	Period 4 11:05-11:55 (50 min)	Period 4 11:05-11:55 (50 min)	Period 4 11:05-11:55 (50 min)	Period 4 11:30-12:20 (50 min)
Break 11:55-12:15	Break 11:55-12:15	Break 11:55-12:15	Break 11:55-12:15	
				Break 12:20-12:40
Period 5 12:15-13:05 (50 min)	Period 5 12:15-13:05 (50 min)	Period 5 12:15-13:05 (50 min)	Period 5 12:15-13:05 (50 min)	Period 5 12:40-13:30 (50 min)
Period 6 13:05-13:55 (50 min)	Period 6 13:05-13:55 (50 min)	Period 6 13:05-13:55 (50 min)	Period 6 13:05-13:55 (50 min)	Period 6 13:30-14:20 (50 min)
Meeting opportunities 13.55-14.20	Meeting opportunities 13.55-14.20	Meeting opportunities 13.55-14.20	Meeting opportunities 13.55-14.20	
Activities 14:15 - 15:05 (50 min)	Activities 14:15 - 15:05 (50 min)	Activities 14:15 - 15:05 (50 min)	Activities 14:15 - 15:05 (50 min)	Activities 14:30 - 15:20 (50 min)

The Senior School Curriculum

Key Stage 3 Subjects	Y7	Y8	Y9
Core Subjects			
Art	2	2	2
Drama	2	2	2
English	10	10	9
Geography	3	3	3
Greek	9	10	10
History	3	3	3
Computing and Electronic Technology	2	2	2
Mathematics	10	9	10
Music	2	2	2
PSHE	Sessions are scheduled in regular weekly slots		
Physical Education	3	3	3
Religious Instruction (in Greek) or Religious Education (in English)	2	2	2
Science	7	7	7
One of the following languages must be chosen:			
French	5	5	5
German	5	5	5
Spanish	5	5	5

Key Stage 4 Subjects	Y10	Y11
Core subjects	Lessons per fortnight*	
ENGLISH	9	8
LANGUAGES - Greek, Spanish, French or German	7	7
MATHEMATICS	8	9
PSHE	Sessions are scheduled in regular weekly slots	
PHYSICAL EDUCATION	2	2
SCIENCE - Either Biology, Physics or Chemistry	8	8
Options		
Art	6/7	6
Biology	6	6 / 7
Business Studies	6/7	6/7
Chemistry	6 / 7	7
Drama	6 / 7	6/7
Economics	7	6
English Literature	6	7
French	6	7
Geography	6	7
German	6	7
Global Perspectives	7	6/7
History	6/7	7
Information Communication Technology	6/7	6

Key Stage 4 Subjects	Y10	Y11
Core subjects	Lessons per fortnight*	
Music	6	7
Physical Education	7	6
Physics	7	6
Religious Studies	7	6
Spanish	6	7
<i>*In the options subjects, e.g. Physics, the course is structured so that 7 periods are offered in Year 10 and then 6 periods in Year 11; where there are two values in the same Year, e.g. History, that is because there are two option blocks: if 6 lessons are offered in Y10 then 7 in Y11; if 7 in Y10 then 6 in Y11 so the overall allocation is the same.</i> <i>Please note that in cases where fewer than 10 students opt for an (I)GCSE subject the school reserves the right to not offer that subject. These decisions are made on a case-by-case basis taking into account factors such as curriculum needs, profile, school priorities, prior attainment of students and staffing resources.</i>		

Key Stage 5 Subjects (number of lessons fortnightly)	Y12	Y13
Compulsory		
Physical Education	2	4
Financial Education		4
General English	2	4
Students can select up to 4 A Level Subjects from the following options:		
Mathematics	14	13
English Literature	14	13
Greek	14	13
Biology	14	13
Physics	14	13
Chemistry	14	13
Geography	14	13
History	14	13
Economics	14	13
Business Studies	14	13
Accountancy (to be withdrawn in 2026 as an option)	14	13
German	14	13
French	14	13
Spanish	14	13
Computer Science	14	13
Drama	14	13
Psychology	14	13
Further Mathematics	14	13
Art	14	13
Music	14	13
Religious Studies	14	13
Digital Media	14	13
EPQ -Extended Project Qualification	10	4

Key Stage 5 Subjects (number of lessons fortnightly)	Y12	Y13
Compulsory		
Physical Education	14	13

Key Stage 5 Subjects (number of lessons fortnightly)

Please note that in cases where fewer than 6 students opt for an A Level subject the school reserves the right to not offer that subject/reduce the number of periods allocated. These decisions are made on a case-by-case basis taking into account such factors as curriculum needs, profile, school priorities, prior attainment of students and staffing resources.

6. Curriculum, The Senior School at TJSS

6.1. The Creative & Performing Arts

Art, Drama, Digital Media and Music

Faculty overview

The Senior School is one of a small number of schools which offer Art, Digital Media, Drama and Music at both I/GCSE and A Level.

The Faculty views the Arts as working synergistically and all three subject areas are often involved in each other's events and performances providing a holistic and enriching experience for the students.

ART

Art, craft and design embody some of the highest forms of human creativity. Students are offered a high-quality art and design education. Students are engaged, inspired and challenged. We aim at equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history and contribute towards culture and creativity.

The art curriculum provides students with the opportunity to explore and express their creativity through a wide range of media. It gives students opportunities to explore art through drawing, painting, sculpting, the use of mixed media as well as digital art. The students' educational experience is further enriched by offering them opportunities to explore the use of art and design within the global and local community, through collaborative work and competitions available to us as well as visits to local art galleries and arts and crafts studios.

KS3:

The KS3 syllabus offers students the chance to explore all the elements of art through the exploration of various themes, art movements, artists and designers. They learn about art history, exploring materials and techniques used by artists and then applying these to their own developed art ideas. We also encourage collaborative work throughout KS3.

KS4

EDEXCEL GCSE Fine Art & Design (1FAO)

A GCSE qualification in Art and Design encourages students to develop critical thinking and creative skills; through learning to use imaginative and intuitive abilities they become confident in taking risks and learning from as well as developing cultural knowledge, understanding and application of art and design in historical and contemporary contexts, societies and cultures.

The Edexcel GCSE in Art and Design Fine Art comprises of two units:

Unit 1 Personal Portfolio

Students create a personal portfolio of work that demonstrates their knowledge, understanding and skills. This component allows students opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present personal responses to theme(s) set by the centre.

Unit 2 Externally Set Assignment

Students must present a personal response to an externally set broad-based thematic starting point, set by Pearson in the ESA paper. This component allows students opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present personal responses to the externally set theme.

A GCSE qualification in Art and Design encourages students to develop critical thinking and creative skills; through learning to use imaginative and intuitive abilities they become confident in taking risks and learning from as well as developing cultural knowledge, understanding and application of art and design in historical and contemporary contexts, societies and cultures.

KS5

EDEXCEL A Level Art and Design: Fine Art (9FAO)

Component 1 (skills development and experimentation)

A period of study into the elements of drawing including mark making, line, tone and colour. Students use this first part of the year to build up their skills and knowledge of Fine Art. Later in the year they begin to write a personal study to inform their portfolio and help them realise the intention of their art coursework.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with

media and processes, and refine ideas towards producing personal resolved outcomes. This will require students to address each of the Assessment Objectives.

Component 2 (externally set assignment)

In Year 13, students complete component 1 and then progress to the externally set assignment which comprises of a shorter period of investigation, experimentation and development towards a final outcome, realised during a timed 15 hour examination period.

Component 2 allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes in response to an externally set theme.

DRAMA

Drama is a way of expressing the real concerns people have about themselves and the society in which they live. It is also a way of celebrating diversity of culture and belief. All students are encouraged to appreciate as wide and as varied a selection of Drama genres, periods and practitioners as possible, to experience as much live theatre as practicable and to view drama as a part of the whole school curriculum, looking for links between their drama studies and those in other subjects. Drama can also be seen as a tool with which to allow students to develop general social skills as well as self-confidence. Drama can further be used in a multi-modal context to allow understanding of kinaesthetic learners by practically exploring context and source.

KS3

A variety of areas of knowledge in Drama are studied, from the following: comedy, tragedy, melodrama, ritual, documentary theatre, naturalism and the work of Stanislavski, Brecht and Political theatre, Commedia de l'Arte.

Skills explored include: mime, improvisation and spontaneous improvisation, script development and writing, creating dramatic tension, rehearsing from a script, direction, physical theatre, mask, monologue, use of light and sound, use of props. A variety of explorative strategies are used, such as: still images and tableaux, slow motion, role-play, flashback, narrating, thought tracking, role-on-the-wall, hot-seating, using pace, tension, climax and anti-climax, movement, use of levels, use of space, voice and gesture.

Exploration includes a variety of elements of Drama, from the following: pace, tension, climax and anti-climax, movement, use of levels, use of space, voice and gesture, use of conventions/symbols, contrasts, rhythm.

KS4

EDEXCEL GCSE Drama (1DR0)

During the GCSE Drama course, students will learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage. They will learn how to create a character and play this character in a performance. They will also be equipped with many other skills that are highly valued in any walk of life. These include teamwork and confidently presenting yourself in public.

Component 1 Devising

Students devise an original performance piece, using one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes are available.

Component 2 Text in Performance

This involves a group performance of two key extracts from a performance text (monologues or duologues).

Component 3 Theatre Makers in Practice

This comprises of a Live theatre evaluation with a choice of performances. Students undergo a practical exploration and study of a complete performance text – focusing on how this can be realised for performance. Students also have to take part in a practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.

The Programme of Study is divided into the four areas shown below.

EXPLORATIVE STRATEGIES: are ways of using drama to explore topics, themes, issues, play texts and performance. The strategies include: still image, thought-tracking, narrating, hot-seating, role-playing, cross-cutting, forum theatre, marking the moment.

THE DRAMA MEDIUM: refers to the different ways in which dramatic meaning is communicated to an audience. These include: costume, masks & make-up, sound & music, lighting, space & levels, set & props, movement, mime gesture, voice, spoken language.

THE ELEMENTS OF DRAMA: are the different parts of a dramatic performance. These relate to the story being told, the themes being developed and the ways the characters are presented. The elements of drama include: action, plot & content, forms, climax & anti-climax, rhythm pace & tempo, contrasts, characterisation, conventions, symbols.

FORMS OF STIMULI: Drama arises from many sources and roots. Many different things stimulate the imagination of those who make drama. These different stimuli include: poetry, artefacts, music, play scripts, live theatre performances, television, film, DVDs, videos, newspaper & magazine articles, extracts from literary fiction and non-fiction.

KS5

EDEXCEL GCE Drama and Theatre (9DR0)

EDEXCEL A-Level Drama & Theatre Course Outline

Component 1: Creating Original Drama (Devised Performance & Portfolio)

- **Content Overview:**
 - **Devising Theatre:** Students work collaboratively to create an original piece of theatre. This involves researching, experimenting with ideas, and developing an innovative performance.

- **Performance & Portfolio:** The final piece is performed, and students submit a portfolio that documents the creative process. The portfolio includes research, planning, analysis, and reflection on how the work evolved.
- **Practical Skills Development:** Students explore and apply key drama techniques, including physical theatre, voice work, improvisation, and character development.
- **Designers' Role:** Students can take on the role of a designer (set, costume, lighting, sound) and demonstrate how they would bring the piece to life through design.
- **Assessment:**
 - **Devised Performance:** 20% of the component
 - **Portfolio:** 80% of the component

Component 2: Making Theatre (Practical Performance Exam)

- **Content Overview:**
 - **Text-Based Performance:** Students choose a monologue or duologue from a playtext. This is prepared for a practical performance, where students can take on the roles of actors, directors, or designers. Additionally students perform in a group performance, directed by the teacher.
 - **Designers' Role:** Students can take on the role of a designer (set, costume, lighting, sound) and demonstrate how they would bring the text to life through design.
- **Assessment:**
 - **Practical Exam Performance**

Component 3: Drama and Theatre (Written Exam)

- **Content Overview:**
 - **Study of Theatre Makers:** Understanding the roles of directors, actors, designers, and technicians.
 - **Theatrical Styles and Forms:** Explore key theatrical styles (e.g., realism, epic theatre, physical theatre, absurdism).
 - **Set Texts:** Study two set texts (one classical and one modern).
 - **Live Theatre Evaluation:** Analyse and critique a live performance, focusing on how it is staged, performed, and interpreted.
- **Assessment:**
 - **Written Exam:** 3 hours, 40% of the qualification.
 - **Key Focus Areas:**
 - Section A: Live Theatre Evaluation (20%)
 - Section B: Study of Set Text 1 (40%)
 - Section C: Study of Set Text 2 (40%)

EDEXCEL A-Level Drama & Theatre Course Outline

Component 1: Creating Original Drama (Devised Performance & Portfolio)

- **Content Overview:**
 - **Devising Theatre:** Students work collaboratively to create an original piece of theatre. This involves researching, experimenting with ideas, and developing an innovative performance.
 - **Performance & Portfolio:** The final piece is performed, and students submit a portfolio that documents the creative process. The portfolio includes research, planning, analysis, and reflection on how the work evolved.
 - **Practical Skills Development:** Students explore and apply key drama techniques, including physical theatre, voice work, improvisation, and character development.
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- **Assessment:**
 - **Devised Performance:** 20% of the component
 - **Portfolio:** 80% of the component

Component 2: Making Theatre (Practical Performance Exam)

- **Content Overview:**
 - **Text-Based Performance:** Students choose a monologue or duologue from a playtext. This is prepared for a practical performance, where students can take on the roles of actors, directors, or designers. Additionally, students perform in a group performance, directed by the teacher.
 - **Designers' Role:** Students can take on the role of a designer (set, costume, lighting, sound) and demonstrate how they would bring the text to life through design.
- **Assessment:**
 - **Practical Exam Performance**

Component 3: Drama and Theatre (Written Exam)

- **Content Overview:**
 - **Study of Theatre Makers:** Understanding the roles of directors, actors, designers, and technicians.
 - **Theatrical Styles and Forms:** Explore key theatrical styles (e.g., realism, epic theatre, physical theatre, absurdism).
 - **Set Texts:** Study two set texts (one classical and one modern).
 - **Live Theatre Evaluation:** Analyse and critique a live performance, focusing on how it is staged, performed, and interpreted.
- **Assessment:**

- **Written Exam:** 3 hours, 40% of the qualification.
- **Key Focus Areas:**
 - Section A: Live Theatre Evaluation (20%)
 - Section B: Study of Set Text 1 (40%)
 - Section C: Study of Set Text 2 (40%)

DIGITAL MEDIA & DESIGN

Cambridge AS & A Level Digital Media & Design (9841)

Digital Media & Design Course Overview Within the Digital Media & Design course, students explore:

- Digital Photography
- Moving Image & Animation
- Mobile and Multimedia Applications

Over the two-year course, comprising of three assessment components, students develop an awareness of the world of digital media and design, as well as the factors and contexts that influence it. They research different artists and practitioners, processes, and concepts while engaging in critical thinking and creative processes to produce original work across the three areas of study.

Year 12 (AS Level)

Component 1: Portfolio

- Students choose a theme from the list in the syllabus.
- There are two elements to the portfolio:
 - Supporting studies
 - A proposal Component

Component 2: Externally Set Assignment

- Students choose one assignment from the question paper.
- There are two elements to the assignment:
 - Supporting studies
 - A final outcome, produced during a supervised exam of 10 hours' total duration

Year 13 (A Level)

Component 3: Personal Investigation

- This is a practical component supported by written work, where students research a topic or theme of their choice.
- There are two elements to the investigation:
 - A final practical outcome
 - Illustrated written analysis (1000–1500 words)

MUSIC

The aim for students studying music at the school is that they learn how to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to try out a variety of musical instruments, use music technology appropriately in a variety of contexts
- understand and explore how music is created, produced and communicated, including through the inter-related elements: pitch, duration, dynamics, tempo, timbre, texture, structure and use appropriate musical notations.

KS3

The National Curriculum for England is followed, in that students are expected to develop their musical skills and experiences through the three activities of

- Appraising
- Performing
- Composing

Students are always encouraged to aim for maximum effort. We recognise that our students have a wide variety of musical background and therefore all material is fully differentiated to enable students to make the maximum progress at all times.

KS4

Cambridge IGCSE Music (0410)

When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment.

The Music course comprises of 3 main assessment objectives:

1. **Performing** Students perform two pieces altogether. One of the pieces is a solo in any style and on any instrument as agreed with their teacher. The other performance is with other players. These performances may take place in the classroom, in school music groups or outside school. They are then recorded and marked by their teacher and moderated by the examination board.

2. **Composing** Students will also compose two pieces according to a given brief. These will also be recorded and marked by their teacher and moderated by the examination board.
3. **Written Examination** This is a listening examination which involves answering questions on 6 different 'Areas of Study' and several Set Works. These include: Baroque music, Classical music, Romantic music, Music and words Music for dance, Music for small ensemble, Music for stage and screen.

KS5

EDExcel AS & A Level Music (9MU0)

The Pearson Edexcel Level 3 Advanced GCE in Music is designed to develop students' skills in performing, composing, and appraising music. The course emphasises the development of musical elements, contexts, and language, encouraging students to engage critically with music and understand its cultural and historical significance. Students are expected to demonstrate technical control, expressive understanding, and the ability to analyse and evaluate music in both familiar and unfamiliar contexts.

More specifically, the course is structured into three main components:

Component 1: Performing (30% of the qualification)

- **Overview:** Students present a public performance of one or more pieces, totalling a minimum of eight minutes.
- **Details:** Performances can be solo, ensemble, improvisation, or realized using music technology.
- **Assessment:** Performances are externally assessed, with recordings submitted via the Learner Work Transfer platform.

Component 2: Composing (30% of the qualification)

- **Overview:** Students submit two compositions with a combined duration of at least six minutes.
- **Details:** One composition is a free choice or based on briefs related to areas of study (minimum four minutes), and the other is from briefs assessing technique (minimum one minute).
- **Assessment:** Compositions are externally assessed, with recordings submitted via the Learner Work Transfer platform.

Component 3: Appraising (40% of the qualification)

- **Overview:** Students develop listening and appraising skills through the study of set works across various musical styles and genres.
- **Areas of Study:**
 - Vocal Music
 - Instrumental Music
 - Music for Film
 - Popular Music and Jazz

- Fusions
- New Directions

Assessment: This component is assessed through a written examination, which includes listening to extracts and answering related questions.

6.2. Faculty of Sciences

Biology, Chemistry, Physics and Psychology

Faculty overview

Welcome to the Faculty of Science, where our future scientists take their first steps into the world of Biology, Chemistry, Physics and Psychology.

Here, our students are encouraged to be inquisitive, to question, formulate hypotheses, design experiments to test these hypotheses, and finally to evaluate their findings using their scientific knowledge and skills. Through this, we hope to instil in all our students, at all levels of study, an appreciation of the scientific method and an understanding of 'How Science Works' in our everyday lives.

Many of the students at the Senior School will graduate with their AS/A2 qualifications in Biology, Chemistry, Physics and Psychology.

Curriculum Overview

At Key Stage (KS) 3 our students study general Science following the National Curriculum for England, adapted to meet our needs to develop enquiry-based learning and allow opportunities for STEM-based concepts & projects when possible. Students study all three main Science disciplines (Biology, Chemistry and Physics) throughout their first three years of secondary school, and begin the process of selecting which science(s) will be studied at the IGCSE level in their final year of KS3. At KS4, students follow one of the three main Science disciplines as a core subject to study in more depth at the IGCSE level but may choose to study more than one Science as options if they so wish. At KS5, students may choose from Biology, Chemistry, Physics and Psychology to study at Advanced Level over two years, preparing for their post-secondary education.

KS3

Teaching objectives in Years 7,8 and 9 centre around the learning of theory related to the three main Science disciplines of Biology, Chemistry and Physics, as well as the development of practical skills throughout the three years. Scientific knowledge and conceptual understanding are developed as well as an understanding of the nature, processes and methods of Science through scientific enquiry to help answer questions about the world we live in. Through enquiry-based learning, we hope that students will gain an appreciation for the uses and implications of Science for solving the problems of today as well as the problems of the future.

COMBINED SCIENCE SINGLE SCIENCE AWARD

KS4

Pearson EDEXCEL International GCSE Science (Single Award) (9-1) (4SS0)

Year 10 and Year 11 students follow the Pearson Edexcel IGCSE (9-1) Science (Single Award) course. This course covers an introduction to Biology, Chemistry and Physics, with an equal balance between the Sciences. The standard of assessment is similar to that of the separate IGCSE Sciences but covers a reduced volume of specification material for a single grade. Students will develop analytical and logic skills by applying their understanding of scientific concepts and principles to a range of situations. Some exam questions will be more problem solving in style.

This course is designed for students who do not wish to study Sciences at A-level. Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Science course aims and objectives are to enable students to:

- learn about unifying patterns and themes in Science and use them in new and changing situations
- acquire knowledge and understanding of Scientific facts, terminology, concepts, principles and practical techniques
- apply the principles and concepts of Science, including those related to the applications of Science, to different contexts
- evaluate Scientific information, making judgements on the basis of this information
- appreciate the practical nature of Science, developing experimental and investigative skills based on correct and safe laboratory techniques
- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities
- recognise the importance of accurate experimental work and reporting scientific methods in Science
- select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- develop a logical approach to problem solving in a wider context
- select and apply appropriate areas of mathematics relevant to Science as set out under each topic.

BIOLOGY

KS4

Pearson EDEXCEL International GCSE (9-1) in Biology (4BI1)

Year 10 and Year 11 students follow the Pearson Edexcel IGCSE (9-1) Biology course. The main areas of assessment are the nature and variety of living organisms, structure and functions in living organisms, reproduction and inheritance, ecology and the environment,

and the use of Biological resources. Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Biology course aims and objectives are to enable students to:

- learn about unifying patterns and themes in Biology and use them in new and changing situations
- acquire knowledge and understanding of biological facts, terminology, concepts, principles and practical techniques
- apply the principles and concepts of Biology, including those related to the applications of Biology, to different contexts
- evaluate Biological information, making judgements on the basis of this information
- appreciate the practical nature of Biology, developing experimental and investigative skills based on correct and safe laboratory techniques
- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- recognise the importance of accurate experimental work and reporting scientific methods in Biology
- select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- develop a logical approach to problem solving in a wider context
- select and apply appropriate areas of mathematics relevant to Biology as set out under each topic
- prepare for more advanced courses in Biology and for other courses that require knowledge of Biology.

KS5

Pearson EDEXCEL International Advanced Subsidiary and International Advanced Level Biology IAS (XBI11) and IAL (YBI11)

Year 12 and Year 13 students follow the Pearson Edexcel International Advanced Level Biology course and sit three examinations at the end of each year, hence the syllabus is modular. The main areas of assessment are Molecules, Diet, Transport and Health (Unit 1), Cells, Development, Biodiversity and Conservation (Unit 2), Practical Skills in Biology I (Unit 3), Energy, Environment, Microbiology and Immunity (Unit 4), Respiration, Internal Environment, Coordination and Gene Technology (Unit 5) and Practical Skills in Biology II (Unit 6). Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Advanced Level Biology course aims and objectives are to enable students to develop:

- essential knowledge and understanding of different areas of Biology and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for Biology, including developing an interest in further study and careers associated with Biology.

CHEMISTRY

KS4

Pearson EDEXCEL International GCSE (9-1) in Chemistry (4CH1)

Year 10 and Year 11 students follow the Pearson Edexcel IGCSE (9-1) Chemistry course. The main areas of assessment are the principles of Chemistry, Inorganic Chemistry, Physical Chemistry and Organic Chemistry. Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Chemistry course aims and objectives are to enable students to:

- learn about unifying patterns and themes in Chemistry and use them in new and changing situations
- acquire knowledge and understanding of chemical facts, terminology, concepts, principles and practical techniques
- apply the principles and concepts of Chemistry, including those related to the applications of Chemistry, to different contexts
- evaluate chemical information, making judgements on the basis of this information
- appreciate the practical nature of Chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- recognise the importance of accurate experimental work and reporting scientific methods in Chemistry
- select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- develop a logical approach to problem solving in a wider context.
- select and apply appropriate areas of Mathematics relevant to Chemistry as set out under each topic
- prepare for more advanced courses in Chemistry and for other courses that require knowledge of Chemistry

Pearson EDEXCEL International Advanced Subsidiary and International Advanced Level Chemistry IAS (XCH11) and IAL (YCH11)

Year 12 and Year 13 students follow the Pearson Edexcel International Advanced Level Chemistry course and sit three examinations at the end of each year, hence the syllabus is modular. The main areas of assessment are Structure, Bonding and Introduction to Organic Chemistry (Unit 1), Energetics, Group Chemistry, Halogenalkanes and Alcohols (Unit 2), Practical Skills in Chemistry I (Unit 3), Rates, Equilibria and Further Organic Chemistry (Unit 4), Transition Chemistry and Organic Nitrogen Chemistry (Unit 5) and Practical Skills in Chemistry II (Unit 6). Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Advanced Level Chemistry course aims and objectives are to enable students to develop:

- essential knowledge and understanding of different areas of Chemistry and how they relate to each other a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for Chemistry, including developing an interest in further study and careers associated with Chemistry.

PHYSICS

KS4

Pearson EDEXCEL International GCSE (9-1) in Physics (4PH1)

Year 10 and Year 11 students follow the Pearson Edexcel IGCSE (9-1) Physics course. The main areas of assessment are forces and motion, electricity, waves, energy resources and energy transfers, solids, liquids and gases, magnetism and electromagnetism, radioactivity and particles, astrophysics. Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Physics course aims and objectives are to enable students to:

- learn about unifying patterns and themes in Physics and use them in new and changing situations
- acquire knowledge and understanding of physical facts, terminology, concepts, principles and practical techniques
- apply the principles and concepts of Physics, including those related to the applications of Physics, to different contexts
- evaluate physical information, making judgements on the basis of this information
- appreciate the practical nature of Physics, developing experimental and investigative skills based on correct and safe laboratory techniques

- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- recognise the importance of accurate experimental work and reporting scientific methods in Physics
- select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- develop a logical approach to problem solving in a wider context
- select and apply appropriate areas of Mathematics relevant to Physics as set out under each topic
- prepare for more advanced courses in Physics and for other courses that require knowledge of Physics.

KS5

Pearson EDEXCEL International Advanced Subsidiary and International Advanced Level Physics IAS (XPH11) and IAL (YPH11)

Year 12 and Year 13 students follow the Pearson Edexcel International Advanced Level Physics course and sit three examinations at the end of each year, hence the syllabus is modular. The main areas of assessment are Mechanics and Materials (Unit 1), Waves and Electricity (Unit 2), Practical Skills in Physics I (Unit 3), Further Mechanics, Fields and Particles (Unit 4), Thermodynamics, Radiation, Oscillations and Cosmology (Unit 5) and Practical Skills in Physics II (Unit 6).

Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Advanced Level Physics course aims and objectives are to enable students to develop:

- essential knowledge and understanding of different areas of Physics and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for Physics, including developing an interest in further study and careers associated with Physics.

PSYCHOLOGY

KS5

Pearson EDEXCEL International Advanced Subsidiary and International Advanced Level Psychology IAS (XPS01) and IAL (YPS01)

Year 12 and Year 13 students follow the Pearson Edexcel International Advanced Level Psychology course and sit two examinations at the end of each year, hence the syllabus is modular. The main areas of assessment are Social and Cognitive Psychology (Unit 1), Biological Psychology, Learning Theories and Development (Unit 2), Applications of Psychology: Developmental Psychology and Criminological Psychology, Application of Psychology (Unit 3), Clinical Psychology and Psychological Skills (Unit 4). Student progress is monitored and assessed throughout the course using a wide range of homework and classwork activities as well as short quizzes, summative tests, examination practice and practical work.

The Advanced Level Psychology course aims and objectives are to enable students to develop:

- essential knowledge and understanding of different areas of Psychology and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for Psychology, including developing an interest in further study and careers associated with Psychology.

Resources

Science Textbook Resources

KS3 General Science: Science Progress Book 1 and Science Progress Book 2 .

KS4 Science (Single Award): Pearson Edexcel International GCSE (9-1) Science Single Award Student Book.

KS4 Biology: Pearson Edexcel International GCSE (9-1) Biology Student Book; Pearson Edexcel International GCSE (9-1) Biology Lab Book and Edexcel International GCSE Biology for the Grade 9-1 Course The Revision Guide.

KS4 Chemistry: Pearson Edexcel International GCSE (9-1) Chemistry Student Book; Pearson Edexcel International GCSE (9-1) Chemistry Lab Book and Edexcel International GCSE Chemistry for the Grade 9-1 Course The Revision Guide.

KS4 Physics: Pearson Edexcel International GCSE (9-1) Physics Student Book; Pearson Edexcel International GCSE (9-1) Physics Lab Book and Edexcel International GCSE Physics for the Grade 9-1 Course The Revision Guide.

KS5 Biology: Pearson Edexcel International AS/A Level Biology Student Books 1 + 2, Pearson Edexcel International AS/A Level Biology Lab Book.

KS5 Chemistry: Pearson Edexcel International AS/A Level Chemistry Student Books 1 + 2, Pearson Edexcel International AS/A Level Chemistry Lab Book

KS5 Physics: Pearson Edexcel International AS/A Level Physics Student Books 1 + 2, Pearson Edexcel International AS/A Level Physics Lab Book

KS5 Psychology: Pearson Edexcel AS/A Level Psychology Student Book

Science Facilities and Resources

Our Faculty has fully resourced laboratories equipped with Interactive Boards, computers and projectors, with Internet capabilities and a microscope camera presenter. All labs are able to support the experiments conducted to fulfil the requirements of the core practicals for KS4/5 Biology, Chemistry and Physics subjects, as well as to support all practical work undertaken by students in KS3 General Science.

Enrichment Opportunities & Events

Science Trips and Events

The Faculty of Science at the Senior School is a dynamic Faculty, which offers a wide variety of trips and events aimed at instilling a passion for all things Science.

Year 7 – Field Studies Trip

A residential or non-residential trip that has been offered for Year 7 students, adapted to meet our needs for completing Field Work that may involve Freshwater &/or Terrestrial Ecology.

Year 10/11 – Satellite Control Centre Visit

This trip, offered in 2010, gave our IGCSE Physics students the opportunity to learn about satellites whilst visiting the ground station of Cyprus' first satellite.

Year 13 – Field Studies Trip to the Akamas Peninsula

An annual residential trip for Y13 students studying International Advanced Level (IAL) Biology to complete the Field Studies Core Practical requirement of the IAL Biology course.

KS4/5 Physics Trip -The Physics Department organises a trip for Physics students every other year to various European cities that offer exciting Physics-related research facilities to broaden students' understanding of how Physics can be applied to solving real world problems. Trips to CERN and Toulouse have so far taken place.

KS5 Chemistry Trip -The Chemistry Department organises a trip for A-level Chemistry students to the University of Cyprus and other local Universities to provide students with the chance to visit their labs that have high-tech instruments used for chemical analyses such as spectroscopy.

KS5 Biology/Chemistry Trip -The Biology and Chemistry Departments organise a trip for A-level Biology and Chemistry students to local Universities to provide students with the chance to see the medical schools and other medical fields to help with their decisions for future careers.

Year 8 ‘Science Daze’ Science Fair

This is a fun-filled half day, where Y8 students have the opportunity to not only showcase their project work to visitors, but to also have their work judged by external &/or internal Scientists. This event, which is held whenever possible, sees the Y8 students presenting the results of their Science Investigations, on various topics chosen by the students themselves. Concurrent to the Y8 Syllabus, students learn about the Scientific Method and complete a program of study created by the University of Cyprus’ Learning in Science Group.

School-Wide Scientific Competition

A popular event, which sees students competing in a pre-set challenge which tests their Scientific prowess. Past Competitions include: Minecraft Challenge, Flying Machines, Bridge Building – a timed challenge using Engino® products, Balloon Car Building & Racing Egg-Drop Contest.

Science Focus Week

This is a fun-filled educational week aimed at promoting Science learning and Science in the news. A variety of events, games and/or House competitions are held during the week to challenge students and increase House team spirit. Fund-raising forms an important part of the week, with all proceeds earned supporting our Science Park initiative or donated to a local charity.

European Researchers Night and FameLab

Public speaking competitions have been quite popular with our students. Science staff support students with preparing short speeches that require students to present a Scientific concept in less than 3 minutes. Several of our students have won at the National Level in various such competitions offered by the European Researchers Night, British Council and UCLAN Cyprus.

Eratosthenes Experiment Challenge

Our Physics students compete in this challenge and add their results to the world database for measuring the Earth’s circumference.

British Physics Olympiad

Students are supported to participate in this competition offered by Oxford University. Our students have been successful in achieving Bronze, Silver and Gold Awards and Special Commendations.

Collaborations with Local Universities on EU projects

Our Science teachers and students have embarked on several projects in collaboration with the University of Cyprus (MultiCo, Schools as Living Labs (SALL) and most recently the EU Multipliers Project on Antimicrobial Resistance) as well as Island Survivor, Online gaming, New Shores offered by the Cyprus University of Technology (TEPAK) and The Cyprus Institute

for participating in their island-wide 'sCYence' science fair. These have been wonderful opportunities for our students to see Science at work outside the school setting and what is involved in scientific research.

RISE Summer Gaming Program

Several of our students were selected for this highly competitive summer internship programme from a large pool of applicants from across Cyprus during the summers of 2019 and 2020.

London International Youth Science Forum Science Prize

This annual forum takes place in London, UK and is a summer camp offering students the opportunity to attend Science specialist lectures hosted by top researchers in various fields of Science including Nobel Prize Winners. Over the two-week program, students from over 100 different countries participate in Science related activities which also include visits to museums, laboratories and university facilities. When possible, the school offers a prize to help fund a top Y12 Science student to attend this event.

Clubs

After-school clubs provide even more opportunity for students to explore the world of Science. Past clubs include Big Bang Science, Island Survivor Online Gaming (New Shores), Science Challenge and Research Club, First Tech Challenge (Robotics Club), all of which may once again be offered for students to participate in. Currently, the faculty provides, on a weekly basis: Booster Science in Key Stage 3, Support lessons in Biology, Chemistry, Physics and Psychology in Key Stages 4 and 5 First Tech Challenge (Robotics Club) – students meet weekly to build and test a robot that will be entered in the National First Tech Challenge, where robots from each registered Team compete against each other in a game that changes every year according to the First rules and objectives.

6.3. Department of Humanities

Geography, History, Global Perspectives, Religious Studies – Religion and Worldviews Education and the Extended Project Qualification

Department overview

The Humanities Faculty reflects a popular and rapidly growing range of subjects which equip students to become caring, informed and active global citizens of the future.

The Faculty has run a successful campaign for the Senior School to become recognised as an Eco School by the Ministry of Education, Sports and Youth.

Curriculum Overview

At Key Stage 3 all students study Geography, History and Religious Studies - either Religion and Worldviews Education or Religious Instruction in Christian Orthodoxy.

At Key Stages 4 and 5 the Faculty currently offers courses leading to I/GCSE and A Level qualifications in Geography, History, Global Perspectives and Religious Studies. The Extended Project Qualification is an AS qualification which can be taken in Key Stage 5.

GEOGRAPHY

KS3

Geography at The Senior School is an engaging and dynamic subject that inspires curiosity and fosters a deeper understanding of the world around us. Every effort is made to ensure that lessons are exciting, relevant, and connected to real-world issues, making Geography a subject that students can directly relate to their lives. It offers a wide range of practical and analytical skills that are invaluable for a variety of career paths, such as data analysis, problem-solving, research, and communication. Additionally, the subject provides numerous opportunities for experiential learning outside the classroom, through fieldwork and enrichment activities. For more details on these opportunities, refer to the 'Trips and Events' section.

Key Stage 3 Geography is designed to take students on a journey to discover the world, starting in Year 7 with the development of essential geographical skills. Students master map and atlas skills, learn to interpret diagrams and sketches, and explore the Earth's physical and human characteristics. They delve into the origins of the planet, studying the Big Bang, evolution, and the processes that shaped Earth into the world we know today. This foundational year sets the stage for their geographical studies.

In Year 8, students build on these core skills, delving deeper into topics such as Coasts, Weather and Climate, Ecosystems, Energy and Resources, and Our Warming Planet. Through these topics, they begin to explore how humans interact with the environment, understanding the impacts of their actions and starting to propose solutions to pressing global issues such as climate change and resource depletion.

By Year 9, students are challenged to expand their global perspective, tackling complex topics like World Development, Earthquakes and Volcanoes, Rivers, and Employment Structures. These studies encourage students to think critically about global inequalities, the impact of natural disasters, and the changing patterns of human activity across the globe. This year also emphasizes the interconnected nature of human and physical geography, preparing students for more advanced studies in Geography at IGCSE and beyond.

Geography at The Senior School is more than just a subject; it's a lens through which students can explore and understand the diversity and complexity of the world. It equips students with the skills and knowledge needed to face the challenges of a rapidly changing planet while empowering them to be active, informed global citizens.

KS4

IGCSE GEOGRAPHY Pearson Edexcel (4GE1)

The aims and objectives of this qualification are to enable students to:

- apply and build on the fundamental building blocks of geographical knowledge
- actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world

- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales
- appreciate that people have different views of, and attitudes to, the world, its environments and its issues acquire, develop and apply practical geographical enquiry skills
- undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation develop and apply their learning to the real world through fieldwork develop their awareness of global issues and recognise the challenges of moving towards a sustainable future.

KS5

Cambridge International AS and A Level in Geography (9696)

In Years 12 and 13, students have the opportunity to study the Cambridge International AS and A-Level Geography (9696), an exciting, dynamic, and interdisciplinary subject that draws from a wide range of fields, including Statistics, Economics, Geology, Travel and Tourism, Politics, and History. Geography at this level is a highly valuable and intellectually challenging subject that equips students with critical thinking, analytical, and problem-solving skills. These skills not only prepare students for further education but are also transferable to a variety of career paths.

Year 12 Curriculum

The course is structured into two key examination components:

- Paper 1 – Core Physical Geography (1 hour 30 minutes): Physical Geography: Students explore essential topics such as the Water Cycle and Hydrology, Rocks and Weathering, and Atmosphere and Weather Processes. These topics provide students with a strong foundation in understanding Earth's physical systems, from the mechanics of river basins to the complexities of climate patterns.
- Paper 2 – Core Human Geography (1 hour 30 minutes): Students study Population, Migration, and Settlement Dynamics, analyzing the ways humans shape and are shaped by their environments. These topics are particularly relevant in today's world, where migration patterns, urbanization, and demographic change play a critical role in global development.

These topics range from everyday processes that influence our lives to the broader impacts of human activity on Earth. Students are encouraged to critically evaluate and analyze these concepts through engaging discussions, debates, and written analysis. Critical thinking is at the core of the Year 12 curriculum, ensuring that students develop the ability to question and understand complex issues.

Year 13 Curriculum

In Year 13, the Geography curriculum builds upon the skills and knowledge gained in Year 12, with topics that are even more dynamic and globally relevant.

The course is structured into two key examination components:

- Paper 3 – Advanced Physical Geography (1 hour 30 minutes):: Students examine Coastal Environments and Hazards, exploring the challenges posed by rising sea

levels, coastal erosion, and natural disasters such as earthquakes, tsunamis, and volcanic eruptions.

- Paper 4 – Advanced Human Geography (1 hour 30 minutes):: Students study Global Interdependence and Economic Transition, investigating global trade systems, the role of transnational corporations, and the shifting patterns of economic power in a rapidly changing world.

These topics encourage students to evaluate the significant changes that both the physical and human worlds have undergone, particularly in recent decades. Through the use of topical case studies, students connect their learning to real-world examples, from analyzing the impacts of climate change on coastal communities to understanding the economic transitions occurring in emerging economies like India and China.

Geography at A Level is more than just a subject—it is a lens through which students can better understand the world around them. The curriculum encourages students to link theoretical knowledge with practical, real-world applications, making it highly relevant to contemporary issues.

Students studying Geography develop essential skills such as data analysis, critical evaluation, and effective communication, all of which are highly sought after by universities and employers alike. The subject promotes interdisciplinary learning, helping students make connections between the natural and human worlds, as well as across other A Level subjects.

HISTORY

KS3

History at the Senior School is a very popular subject across all the Key Stages. Students follow the National Curriculum covering British, African-American, and World history.

In Year 7 students get an introduction to skills in History, such as chronology, evidence, interpretation and enquiry. They use these skills throughout their careers as Historians and study the following topics and time periods: Ancient Cypriot History – The Neolithic Era and Bronze age, including a visit to the Cyprus Museum and investigating artifacts and using evidence to understand the past and The Roman Empire – conquest and control, Roman Life and Roman forms of entertainment. Students also learn how to investigate written sources.

In Year 8 our history curriculum focuses on the Middle Ages, Renaissance, and Modern Era. Throughout the course, students explore a wide range of topics, including the social, political, and economic factors that shaped each period. At the beginning of the year, students are introduced to the Middle Ages, where they learn about the different castle types, such as the Motte Bailey castles, and the impact of events like the Black Death and the Crusades. We then move on to the Renaissance, where students delve into the cultural, scientific, and artistic developments that occurred during this time.

We then move into the early modern era learning about Henry VIII and the English Reformation and life during Elizabethan England with our end point being the turning point in world history, the English civil war. (add)

In Year 9 we begin with slavery and the slave trade, learning about life in the plantation under slavery in the Americas and then move on to examine how slavery ended and the establishment of human rights through to the civil rights movement of the 1960s and 1970s. The students then study Britain and World War I, the causes of the war, various famous battles and the impact on women's rights. Students will then examine how conflict in the 20th Century impacted on people's lives through examining and analysing sources.

KS4

EDEXCEL International IGCSE History (4HI1)

In Years 10 and 11 students have the option of taking History IGCSE. History is a valuable subject helping students to acquire knowledge and understanding of historical events, people, changes and issues. Students will be able to use historical sources critically, organise and communicate their knowledge and understanding of history and draw conclusions and make historical judgments. Students will have the opportunity to study the following topics:

- Russia and the Soviet Union, 1905–24
- Dictatorship and Conflict in the USSR, 1924–53
- A world divided: Superpower relations, 1943–72
- The changing role of international organisations: The League and the UN, 1919–c2011

KS5

EDEXCEL International AS and A Level History (YHI01)

In Years 12 and 13 International A level History is currently a very popular choice with students. Students develop extended writing skills, research and analytical skills and develop a broad understanding of the world's past and current political situation. In the AS year the topics studied are Germany, 1918–45 and India, 1857–1948: The Raj to Partition. In the A2 year students examine Civil Rights and Race Relations in the USA, 1865–2009 and The World Divided: Superpower Relations 1943–90.

RELIGIOUS EDUCATION AND WORLDVIEWS

KS3

All students at TJSS Senior School study Religious Education in KS3 (Year 7 to 9). The students either follow Greek Orthodox RE lessons, which are taught in Greek and follow the local Ministry of Education requirements, or Religious Education using the latest OFSTED criteria – intent, implementation, impact, cultural capital, a curriculum of ambition, substantive, disciplinary and personal knowledge.

RWE explores big questions about life, to find out what people believe and what difference this makes to how they live. It helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living. It enables pupils to be equipped with understanding of a range of religious and non-religious worldviews. RWE is helpful because

- These days, issues of religion and belief frequently top the news agenda and RWE helps children and young people to make sense of them.
- RWE encourages children and young people growing up in a diverse society to understand the varied views and opinions of people whose beliefs and values differ from their own, promoting not just tolerance but genuine understanding and respect for other people.
- RWE provides space for young people to reflect on their own ideas and develop their thoughts about questions of meaning and ethics such as these: Who am I? Why are we here? What will give us courage and love in life? Why are some people very committed to their religions, and others not at all?

TJSS also recognises the excellent contribution RWE makes to Spiritual, Moral, Social and Cultural (SMSC) development across the school.

In Key Stage 3 TJSS has selected the following for focused study:

Year 7

Psychology of Religion: Is Our Brain Designed to Believe

- Covenants for Jews, Christians, and Muslims
- Dharma: Interpretation & Action

Year 8

Bliks: How do I interpret the world around me?

- Studying Religion and the Environment
- Studying Sentientism

Year 9

- Ethics: How do we know what is good?
- Studying Prayer: Does Prayer always need to be answered?
- Knowing God – does religious experience prove God exists?

Throughout Key stage 3 we encourage students to develop and use their dialogic skills to have meaningful discussions about every topic covered. We aim to enable pupils to develop the crucial ability to empathise with, respect, and learn from perspectives and ideas which are different from their own.

By having access to good RWE in schools, young people are equipped to handle issues in their own lives, preparing them for the workplace and adult life.

TJSS recognises the education value of Religious and Worldviews Education in the school curriculum. We offer Religious Studies at GCSE level, both the full course and the short course, and Religious Studies at A level.

KS4

AQA GCSE Religious Studies A (8062)

At Key Stage 4, students have the option to begin the GCSE in Year 10. The GCSE course comprises a study of the role and influence of religious and non-religious beliefs, values, and traditions. It is a relevant, dynamic, and engaging course seeking to explore some key areas of thought and introduce philosophical and ethical questions and skills.

Component 1 – Study of religions: Christian and Buddhist beliefs, teachings, and practices

Component 2 – Thematic studies: Religious, philosophical, and ethical studies:

- The existence of God and Revelation: philosophical arguments; the nature of the divine and revelation.
- Religion & Life: origins of life, abortion, euthanasia.
- Religion Peace & Conflict: justice, forgiveness, reconciliation, pacifism, just war, holy war.
- Religion Crime and Punishment: causes of crime, aims of punishment, attitudes to suffering, forgiveness, the death penalty.

KS5

AQA A Level Religious Studies (7062)

Year 12 A2

Component 1: Philosophy of religion & ethics:

- Arguments for the existence of God
- Evil & suffering
- Religious experience
- Ethical theories
- Issues of human life & death
- Issues of animal life & death

Component 2: Study of religion – Christianity

- Sources of wisdom and authority
- God/gods/ultimate reality
- Life after death
- Key moral principles
- Religious identity

Year 13 A2

Component 1:

Section A: Philosophy of religion

- Arguments for the existence of God

- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

Section B: Ethics and religion

Component 2: Study of religion and Dialogues

Section A: Study of religion – Christianity

Section B: The dialogue between philosophy of religion and religion.

How religion is influenced by and has an influence on philosophy of religion in relation to the issues studied.

Section C: The dialogue between ethical studies and religion.

How religion is influenced by and has an influence on ethical studies in relation to the issues studied.

GLOBAL PERSPECTIVES

KS4

Cambridge IGCSE Global Perspectives (0457)

In Years 10 and 11, we follow the Cambridge IGCSE Global Perspectives specification. The study of IGCSE Global Perspectives provides opportunities for enquiry into and reflection on stimulating topics that have global significance. Students learn how to research, analyse and assess information critically, as well as explore lines of reasoning, work collaboratively with others and direct much of their own learning, developing independence of thought.

The syllabus emphasises the development and application of transferable skills rather than the acquisition of knowledge, which prove to be greatly useful for further study and for young people as active citizens of the future.

During the course, students complete Coursework that is to be submitted to the Examination Board in the form of an Individual Report and a Team Project. In consultation with their teacher, students choose to engage with at least two Areas of Study from a wider range of topics that includes Biodiversity and Ecosystem Loss, Digital World, Sustainable Living, Disease and Health, Human Rights and Sport and Recreation. At the end of the course, students complete a skills-based Written Examination which does not examine students' knowledge of a particular topic, but instead the paper provides a context for the assessment of students' understanding of global issues and the skills they have developed and applied.

KS5

Cambridge AS and A Level Global Perspectives & Research (9239)

In Years 12 and 13, students follow the AS/A Level Global Perspectives & Research specification.

The study of Global Perspectives & Research enables students to explore and make judgements about global issues of relevance and importance to their own lives, encouraging the development of global competency within young people – the ability to define a global problem, reflect and take action. Through the study of a range of global issues, learners explore different and opposing perspectives, which aid in nurturing a climate of cross-cultural awareness and promotes cultural agility.

Students are encouraged to develop and apply skills in critical thinking, problem-solving, research, communication and collaboration, as well as to apply a logical approach to thinking and reasoning, to analyse the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgements. By developing such skills, learners become equipped with the necessary tools to meet the demands of the 21st century and to make a successful transition to higher education, employment and lifelong learning. Learners are required to develop an Essay and a Team Project on a topic of their choice as part of their AS Level Coursework and at the end of Year 12, a Written Examination is taken. During Year 13, students develop a Research Report through which they are offered the opportunity to apply the tools they have acquired for independent, proactive, interdisciplinary study. All Assessment Components completed in Years 12 and 13 are focused on assessing the skills learners have developed and applied, rather than knowledge on a particular topic.

EXTENDED PROJECT QUALIFICATION (EPQ)

KS5

AQA Extended Project Qualification (EPQ) (7993)

Students, in consultation with their supervisor, select a topic of their own interest for their independent research. They then have the option to either write a 5000-word research-based report on their chosen topic or produce an artefact accompanied with a 1000-word research-based report on their chosen topic. Both options are accompanied with the completion of a production log and giving a presentation. The students acquire important skills which will be beneficial for them for their future university courses and careers. They learn to develop research titles, manage their time, collect and analyse materials, write a report, present, reflect and evaluate.

Resources and Textbooks

Geography Textbooks

Year 7: Geog.1 4th Edition by Rosemarie Gallagher

Year 8: Geog.2 4th Edition by Rosemarie Gallagher

Year 9: Geog.3, 4th Edition by Rosemarie Gallagher

In addition, classrooms contain atlases for student use.

History Textbooks

Year 7 & 8 booklets

Year 9: 'Into the 20th Century' by Judith Kidd, Rosemary Rees and Ruth Tudor

'The First World War' Cambridge Publications

RE Textbooks

No text books required at KS3

Enrichment Opportunities & Events

'Out of classroom' learning is a very important part of the ethos of the Humanities Department and trips are used to enhance the curriculum in all Humanities subjects. All fieldwork investigations include the collection of primary data which is then analysed and presented in the classroom. Students therefore gain first-hand experience of how to go about conducting an investigation and how to analyse and interpret data.

We have run the following Fieldwork investigations/Trips within the department:

- **Year 7 Geography Fieldwork Investigation in Pera and Lefkosia** (the focus of this investigation is the comparison of urban and rural areas)
- **Year 8 Geography Fieldwork Investigation to Akamas** (residential trip involving investigation of coastal processes and features on the first day, with rock climbing, abseiling and survival activities on the second day)
- **Year 8 Weather Investigation** (which involves students collecting and recording weather data)
- **Year 9 Geography Fieldwork, Tourism Investigation in Agia Napa**
- **Year 10 and 11 GCSE Geography Fieldwork in Lefkosia City Centre:** Delimitation of the CBD
- **Year 10 and 11 History Trip to Poland, Prague, Berlin and New York**
- **Year 12 and 13 Geography A level Fieldwork:** changes each year according to specification and student interests
- **Year 8 Religious Studies residential trip** for extension and enrichment, visiting places of worship for different faiths
- **Year 9 Religious Studies day trip to a Monastery**
- **KS4 Religious Studies trip** to Christian places of worship in Larnaca

6.4. Greek Department

Department overview

The Greek Department is one of the core departments of the school and plays a vital role in the development of students. The lessons taught are Modern Greek, Classical Appreciation, History and Religious Instruction.

We take a lot of pride in the teaching and learning that takes place within the Department. We are a strong team with years of professional experience. Teachers work above and beyond in order to support all of our students.

Learning takes part in a number of forms such as, independent research, group work, project-based learning, mini performances and lots of games such as Kahoot and Blooket. Working in groups allows students to develop the necessary skills required to thrive both inside and outside of the classroom.

Extra-curricular activities are also at the centre of what we do. We are very passionate about offering a range of opportunities for our students, such as trips, theatrical performances, workshops, lectures and competitions with our main focus being promoting Greek culture.

Curriculum Overview

KS3

The Greek Department divides Year 7 students into 3 levels, which are the following: (a) **Main Greek and Main Greek Advanced**, (b) **Intermediate Greek**, (c) **Greek as a Foreign Language (GFL)**. Y7 students have 9 lessons of Greek in a two-week timetable, whereas Y8 and Y9 students have 10 lessons per fortnight. Students are divided at each level according to a diagnostic test, which takes place at the beginning of the academic year.

The Greek Department is in close contact with the Cyprus Ministry of Education, Sport, and Youth following their guidelines, using their teaching material and delivering at **Key Stage 3 (Years 7 – 9)** to Main students, the philological subjects that students are taught at Public Schools in Cyprus:

- (a) Modern Greek Language
- (b) Modern Greek Literature
- (c) History of Greece and Cyprus
- (d) Ancient Greek Texts from translation (Odyssey, Iliad, Drama: Euripides, Helen)

KS4

EDEXCEL Greek IGCSE (First language 4GK1) /

EDEXCEL Greek GCSE (1GK0)

6 periods per fortnight

At Key Stage 4 (Years 10 – 11), Main and Intermediate Level students continue studying the Greek Language and prepare to take external Greek Examinations; IGCSE (First Language) Examination and GCSE (Second Language) Examination. All Intermediate students continue with the GCSE exam and Main Students are guided towards one of both exams, according to a diagnostic test towards the end of Year 9 and other criteria.

The GFL students can choose to continue with Greek and prepare for the GCSE (Second Language) Examination.

KS5

EDEXCEL International A Level (YGK01) / Certificate of very good knowledge of Greek Language

13 periods per fortnight

At Key Stage 5 (Years 12 – 13), students have the option to continue with A Level Greek (2-year course) and the Certificate of very good knowledge of the Greek Language issued by the Ministry of Education, Sport and Youth. The Certificate is offered upon request.

Resources

- KS3 Main Greek students use all books provided by the Ministry of Education, apart from literature books.
- KS3 Intermediate Greek students use some of the Main Greek books provided by the Ministry of Education, along with the series «ΚΑΙΚ» in Greek, Levels A2 & B1.
- KS3 Greek as a Foreign Language (GFL) students use as basic textbooks the books «ΚΑΙΚ» in Greek, Levels A1 & A2.
- KS4&5 use a variety of texts from various sources, including Greek books recommended by Edexcel and the Ministry of Education.

Enrichment Opportunities & Events

Extra-curricular activities are important for the Greek Department; we believe that participation in trips and other events can be extremely beneficial for our students, having an educational and social impact on them. Therefore, we organise:

Assemblies:

Every year our students attend assemblies on **Greek National Celebrations (1st October, 28th October, 25th March)**. They have the opportunity to be part of the assemblies, either by performing a short play, by reciting, singing songs from specific periods of Greek and Cypriot history, or dancing traditional Greek and Cypriot dances.

Tsiknopemhti event:

The Greek Department in co-operation with the parents organises every year the **Tsiknopemhti event**, which includes Cypriot traditional games, music, dance and food.

Trips and visits:

The Greek Department organises trips and visits in Cyprus and abroad. Some examples from the current school year are visits/trips to Leventis Gallery, Hadjigeorgakis Museum, Pancyprian Gymnasium and Archibishops' Palace, Athens etc.

Creative Writing Workshops – Lectures

The Greek Department organizes creative writing workshops and lectures, as part of the Greek curriculum. The students are enriched with new knowledge and enjoy new educational experiences.

Competitions:

Our students are given the opportunity to participate in various competitions organised by the Ministry of Education, Sport and Youth.

ΤΜΗΜΑ ΕΛΛΗΝΙΚΩΝ

ΓΕΝΙΚΕΣ ΠΛΗΡΟΦΟΡΙΕΣ

Το Τμήμα Ελληνικών έχει καθοριστικό ρόλο στην ανάπτυξη των μαθητών. Τα μαθήματα που προσφέρονται είναι τα Νέα Ελληνικά, η Αρχαιογνωσία, η Ιστορία και τα Θρησκευτικά.

Δίνουμε μεγάλη έμφαση στην εκπαίδευση και συνάμα στην καλλιέργεια των μαθητών. Οι καθηγητές του Τμήματος έχουν πολλά χρόνια πείρας και χαρακτηρίζονται από ζήλο και ομαδικό πνεύμα. Στηρίζουν με κάθε δυνατό τρόπο τους μαθητές, ώστε να πετύχουν τα μέγιστα.

Τα παιδιά μαθαίνουν μέσα από τη διδασκαλία αλλά και μέσα από έρευνα, ομαδικές εργασίες, δημιουργικές δραστηριότητες καθώς και παιχνίδια, όπως το Kahoot Booklet.

Το εκπαιδευτικό πρόγραμμα εμπλουτίζεται με ποικιλία εξωσχολικών δραστηριοτήτων, όπως θεατρικές παραστάσεις, ταξίδια, εργαστήρια, διαλέξεις και διαγωνισμούς. Βασικός στόχος είναι η καλλιέργεια των αξιών του ελληνικού πολιτισμού.

ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ

ΓΥΜΝΑΣΙΟ (KS3 Years 7, 8 & 9)

Διδακτικές ώρες: 9 μαθήματα σε περίοδο δυο εβδομάδων

Το Τμήμα Ελληνικών χωρίζει τους μαθητές της πρώτης Γυμνασίου σε τρία επίπεδα, ανάλογα με το πόσο καλά κατέχουν ήδη την ελληνική γλώσσα. Τα επίπεδα αυτά είναι τα εξής: **(α) Main Greek and Main Advanced Greek, (β) Intermediate Greek, (γ) Greek as a foreign language (GFL)**. Οι μαθητές ανεξαρτήτως επιπέδου, διδάσκονται την Ελληνική στο Υ7 με 9 μαθήματα και στο Υ8 και Υ9 με 10 μαθήματα το διβδόμαδο.

Οι μαθητές κατατάσσονται σε επίπεδα σύμφωνα με τα αποτελέσματα ενός διαγνωστικού δοκιμίου που πραγματοποιείται στην αρχή κάθε ακαδημαϊκής χρονιάς.

Το Τμήμα των Ελληνικών βρίσκεται σε στενή επικοινωνία με το ΥΠΠΑΝ, ακολουθώντας τις κατευθυντήριες γραμμές του, και χρησιμοποιώντας το διδακτικό υλικό που παρέχεται από το ΥΠΠΑΝ, σε ό,τι αφορά τους **μαθητές γυμνασίου του επιπέδου Main Greek**. Έτσι, οι μαθητές του Main Greek διδάσκονται τα φιλολογικά αντικείμενα τα οποία διδάσκονται και οι μαθητές των Δημοσίων Σχολείων της Κύπρου:

- (α) Νεοελληνική Γλώσσα
- (β) Νεοελληνική Λογοτεχνία
- (γ) Ιστορία της Κύπρου
- (δ) Αρχαία Ελληνική Γραμματεία από μετάφραση (Οδύσσεια, Ιλιάδα, Ελένη του Ευριπίδη)

Α' και Β' Λυκείου (KS4 Years 10 & 11)

Διδακτικές ώρες: 6 μαθήματα σε περίοδο δυο εβδομάδων.

Εξεταστικό σώμα και είδος εξέτασης:

EDEXCEL Greek IGCSE (First language 4GK1) / EDEXCEL Greek GCSE (1GK0)

Στην **Α' και Β' Λυκείου**, οι μαθητές του Main & Intermediate Greek συνεχίζουν να διδάσκονται την Ελληνική Γλώσσα και να προετοιμάζονται για να παρακαθήσουν σε εξωτερικές εξετάσεις. Οι μαθητές του Main Greek παρακάθονται στην εξέταση Greek IGCSE (First language) ή Greek GCSE σύμφωνα με τα αποτελέσματα Διαγνωστικής Εξέτασης καθώς και άλλων κριτηρίων κατά το τέλος της τάξης Υ9. Οι μαθητές του Intermediate Greek παρακάθονται στην εξέταση Greek GCSE.

Οι μαθητές του GFL μπορούν να επιλέξουν να συνεχίσουν με τα ελληνικά και να προετοιμαστούν για την εξέταση GCSE.

Γ' και Δ' Λυκείου (KS5 Years 12 & 13)

Διδακτικές ώρες: 13 μαθήματα σε περίοδο δυο εβδομάδων.

Εξεταστικό σώμα και είδος εξέτασης: EDEXCEL International A Level in Greek (YGK01)

ΥΠΠΑΝ- Πιστοποιητικό πολύ καλής γνώσης της Ελληνικής γλώσσας (Γ1)

Στην **Έκτη και Εβδομή τάξη του Λυκείου**, οι μαθητές έχουν την επιλογή να συνεχίσουν με τα Ελληνικά επιλέγοντας το Greek A Level (IAL), ή το Πιστοποιητικό πολύ καλής γνώσης της Ελληνικής Γλώσσας του Υπουργείου Παιδείας, Πολιτισμού, Αθλητισμού και Νεολαίας της Κύπρου. Το Πιστοποιητικό προσφέρεται κατόπιν εκδήλωσης ενδιαφέροντος.

Διδακτικά εγχειρίδια

- Οι μαθητές του Main Greek Γυμνασίου χρησιμοποιούν τα βιβλία που παρέχονται από το ΥΠΠΑΝ, εκτός από τα Λογοτεχνικά βιβλία.
- Οι μαθητές του Intermediate Greek Γυμνασίου, χρησιμοποιούν μερικά από τα βιβλία του Main Greek που παρέχονται από το Υπουργείο Παιδείας, ενώ παράλληλα χρησιμοποιούν και τη σειρά «ΚΛΙΚ» στα Ελληνικά, Επίπεδα A2 & B1.
- Οι μαθητές που διδάσκονται την Ελληνική ως ξένη γλώσσα (GFL) χρησιμοποιούν ως βασικά εγχειρίδια τα βιβλία «ΚΛΙΚ» στα Ελληνικά, Επίπεδα A1 & A2.
- Τέλος, οι μαθητές του Λυκείου χρησιμοποιούν μια ποικιλία κειμένων από διάφορες πηγές, συμπεριλαμβανομένων των εγχειριδίων που προτείνει η Edexcel Pearson και το ΥΠΠΑΝ.

Εκδηλώσεις και Εμπλουτισμός

Οι ενδοσχολικές και εξωσχολικές δραστηριότητες είναι πολύ σημαντικές για το Τμήμα των Ελληνικών. Πιστεύουμε ότι η συμμετοχή σε εκδρομές, ταξίδια και άλλες εκδηλώσεις, μπορεί να είναι εξαιρετικά επωφέλης για τους μαθητές μας, έχοντας εκπαιδευτικό και κοινωνικό αντίκτυπο σε αυτούς. Επομένως, κάθε χρόνο παράλληλα με άλλες εκδηλώσεις και δραστηριότητες οργανώνονται και τα ακόλουθα:

Εορτασμοί εθνικών επετείων

Κάθε χρόνο οι μαθητές μας λαμβάνουν μέρος σε εκδηλώσεις για τους εορτασμούς των εθνικών επετείων της Κύπρου και της Ελλάδας (1η Οκτωβρίου, 28η Οκτωβρίου, 25η Μαρτίου).

Συμμετέχουν στις εκδηλώσεις αυτές απαγγέλλοντας, τραγουδώντας τραγούδια από συγκεκριμένες περιόδους της ελληνικής και κυπριακής ιστορίας και χορεύοντας παραδοσιακούς ελληνικούς και κυπριακούς χορούς.

Εορτασμός Τσικνοπέμπτης

Το Τμήμα Ελληνικών σε συνεργασία με τον Σύνδεσμο Γονέων διοργανώνει κάθε χρόνο μια σειρά εκδηλώσεων με αφορμή τη Τσικνοπέμπτη, που περιλαμβάνουν παραδοσιακά κυπριακά παιχνίδια, παραδοσιακή μουσική και χορό και φυσικά φαγητό.

Ταξίδια και επισκέψεις

Επιπρόσθετα, το Τμήμα Ελληνικών οργανώνει ταξίδια και επισκέψεις τόσο στην Κύπρο όσο και στο εξωτερικό. Παραδείγματα τέτοιων επισκέψεων και ταξιδιών είναι: επισκέψεις/εκδρομές προς Λεβέντσιο Πινακοθήκη, Μουσείο Χατζηγεωργάκη Κορνέσιου, University of Cyprus Library (in Greek), Παγκύπριο Γυμνάσιο και Αρχιεπισκοπή, Αθήνα κ.α.

Δημιουργικά Εργαστήρια και Διαλέξεις

Το Τμήμα Ελληνικών οργανώνει δημιουργικά συγγραφικά εργαστήρια με γνωστούς συγγραφείς, στα οποία τα παιδιά έχουν τη δυνατότητα να εμπλουτίσουν τις γνώσεις τους και να μάθουν μέσα από την πορεία επιτυχημένων συγγραφέων. Παράλληλα, το Τμήμα οργανώνει διαλέξεις με διακεκριμένους καθηγητές Πανεπιστημίου, όπου τα παιδιά πέρα από τις γνώσεις που αποκτούν, μαθαίνουν να σκέφτονται κριτικά. Επίσης, το Τμήμα Ελληνικών δράττεται κάθε ευκαιρίας που παρέχεται από το Υπουργείο Παιδείας για εκδηλώσεις, διαγωνισμούς και διαλέξεις.

Διαγωνισμοί

Οι μαθητές μας έχουν την ευκαιρία να συμμετάσχουν σε διάφορους διαγωνισμούς που διοργανώνει το ΥΠΠΑΝ της Κύπρου.

6.5. English Department

Department overview

The English Department believes in nurturing the potential of all students at all Key Stages. As teachers we are committed to sharing good practice, challenging and supporting all

students, monitoring and assessing their progress and targeting students in order to help them fulfil their potential regardless of individual ability. Schemes of Work and resources are continuously updated to reflect the needs of individual courses and current pedagogical approaches. Assessment criteria allow for students to be monitored and assessed in a variety of ways. Students are encouraged to enjoy and appreciate English Language and Literature through a wide range of constructive and engaging class work and homework activities which provide them with opportunities to respond and develop their ideas, creativity, and critical understanding.

Curriculum Overview

At KS3 students follow an integrated learning programme including both language and literature. At KS4 the majority of students work towards a first language qualification (First Language English). Students are given the opportunity to select English Literature as an option and the Double Award in First Language English and English Literature is available to stretch and challenge the more able. English as a Second Language is offered as an alternative to First Language for students for whom English is not their native language. English Literature is also offered as an option at KS5.

KS3

Teaching objectives consist of four core skills: Reading, Writing, Speaking and Listening.

Students are encouraged to read and discuss a range of texts, to develop their understanding of the significance of reading. As well as identifying key features, themes and character through deduction and inference, students are also encouraged to identify different layers of meaning in texts and to give a personal response to all forms of fiction and non-fiction.

Students are expected to plan, draft and present their writing in a range of forms for different readers. These forms may include writing to entertain, to persuade, to explain, to advise or to imagine. Students are inspired to write in varied and interesting ways and are exposed to imaginative and ambitious vocabulary.

Speaking and listening skills are developed through a variety of engaging activities designed to increase the students' confidence and fluency. Students are given the opportunity to utilise interesting and ambitious vocabulary and to organise their talk in an assured manner. Students are encouraged to listen to ideas and opinions with sensitivity, to evaluate each other's arguments and to respond appropriately.

ENGLISH-EAL

The main objective of the EAL Programme is to facilitate the integration and learning of EAL students in an English medium school.

These objectives are achieved through close cooperation between the Inclusions Manager and the Head of English.

- Booster classes are held on a weekly basis for all Year 7 students with an EAL background and those requiring extra support. Year 8 EAL students also attend Booster classes.
- EAL students work intensively with an EAL specialist teacher.
- Schemes of Work and activities for Years 7 and 8 are further differentiated. This ensures that the material is accessible to all EAL students and gives them the opportunity to develop their language skills more easily.
- All EAL students are closely monitored by the Inclusions Manager and the Head of English. This ensures that students are gradually integrated into the mainstream class at a suitable time. This is usually once they have attained a satisfactory level and are able to access most of the material delivered in the mainstream class.
- EAL students are given the opportunity to take IGCSE English as a Second Language. This IGCSE qualification is designed for speakers for whom English is not their mother tongue.

The EAL Programme within the English Department is fundamental in meeting the needs of our EAL students as it:

- Takes a leading role in developing language skills in non-proficient users of English;
- Develops and maintains high standards in communication in the English language;
- Extends classroom learning and develops language skills in EAL students;
- Facilitates the teacher and students in acquiring these skills;
- Facilitates and encourages cooperative learning;
- Facilitates and caters for research and project work;
- Provides access to a wide range of materials which will assist in developing the following: reading techniques, writing skills, grammar in use, listening techniques as well as other vital skills and techniques;
- Encourages students to work independently and as a group, thus developing their sense of responsibility and cultivating self-confidence in the use of a language other than their mother tongue;
- Creates opportunities for extension tasks and advanced skills acquisition.

ENGLISH AS A FIRST LANGUAGE

KS4

Cambridge IGCSE First Language English (0500 Oral Endorsement)

Year 10 and 11 students follow the Cambridge IGCSE syllabus. The main areas of assessment include: Comprehension, Summary Writing, Directed Writing, Composition and Language Effects. Students are also examined through a Speaking and Listening test. Work is monitored and assessed throughout the course in the form of a wide range of homework and class work activities, timed essays, examination practice, tests and oral contributions.

The First Language English course aims to:

- Enable students to communicate accurately, appropriately and effectively in speech and writing;

- Enable students to understand and respond appropriately to what they hear, read and experience;
- Encourage students to enjoy and appreciate variety of language;
- Complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
- Promote students' personal development and an understanding of themselves and others.

ENGLISH AS A SECOND LANGUAGE

KS4

Cambridge IGCSE English as a Second Language (0511 Count-in Speaking)

Year 10 and 11 students follow the Cambridge IGCSE syllabus. The main areas of assessment include Reading, Writing, Speaking and Listening. In addition, work is monitored and assessed throughout the course in the form of a wide range of homework and class work activities, timed essays, examination practice, tests and oral contributions.

The English as a Second Language course aims to:

- Enable students to understand and respond to information presented in a variety of forms;
- Enable students to select and organise material relevant to specific purposes;
- Enable students to infer information from texts;
- Encourage students to communicate clearly, accurately and appropriately;
- Encourage students to convey and express opinions effectively in written and spoken form;
- Develop students' range and understanding of vocabulary;
- Encourage students to employ appropriate conventions of writing.

ENGLISH LITERATURE

KS4

Cambridge IGCSE Literature in English (0475)

English Literature is offered as an option at KS4. Students who select English Literature at IGCSE follow the Cambridge IGCSE syllabus. Students are assessed on their ability to give a personal,

informed response to the three main forms of Literature: prose, drama and poetry. Students are also required to respond to an unseen text.

The English Literature course aims to encourage and develop students' ability to:

- Enjoy the experience of reading literature;
- Understand and respond to literary texts in different forms and from different periods and cultures;

- Give responses appropriately and effectively;
- Appreciate different ways in which writers achieve their effects;
- Experience literature's contribution to the development of imagination and intellect;
- Explore the contribution of literature to an understanding of areas of human concerns.

DOUBLE AWARD IN FIRST LANGUAGE ENGLISH AND ENGLISH LITERATURE

KS4

Cambridge IGCSE First Language English (0500 Oral Endorsement) and Literature in English (0475)

The English department offers a combined First Language English and English Literature course for the most able students in English. The Double Award is not a combined qualification; it allows for students to work towards achieving two IGCSE qualifications, one in First Language English and the other in English Literature at the same time as other students would be studying First Language English. Participating in the course also means that students work towards an additional (I)GCSE in a subject selected from the option blocks. The Double Award is an intensive and rigorous course which is taught at a fast pace and challenges students to not only be especially organised and committed, but also to work independently, conduct wider reading and independent research, and to frequently take initiatives. Students opting for the Double Award must be prepared to work extra hard and to keep pace with the volume of work set in order to meet the very high expectations of the course.

KS5

Cambridge International A Level Literature in English (9695)

English Literature is offered as an option at KS5. Students who select English Literature at AS/A2 follow the Cambridge syllabus. Students are assessed on their ability to give a personal, informed response to the three main forms of Literature: prose, drama and poetry, as well developing their skills of critical appreciation of unseen texts. The aims of the English Literature course are to encourage:

- An appreciation of, and an informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures;
 - The interdependent skills of reading, analysis and communication;
 - Effective and appropriate communication;
- Wider reading and an understanding of how it may contribute to personal development.

KS5

Cambridge International AS Level General English Paper (8021)

The General English course leads to a qualification in General English and encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analysing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. (Please be aware that some students will be studying English Literature for one of their major subjects, this is the academic study of texts and is distinct from the General English course)

The General English course leads to an AS in General English from CIE.

The aims are to enable students to:

- develop understanding and use of English language in the context of contemporary topics
- encourage and appraise a broad range of topics
- develop a wider awareness and knowledge of contemporary issues through reading
- develop independent reasoning skills
- develop the skills of interpretation, analysis, evaluation and persuasion
- develop skills in writing structured and developed arguments, and present reasoned explanations
- develop the ability to present a point of view clearly, and consider and reflect upon those of others.

Resources

Year 7:

Language: Ignite English Book 1 (digital version)

Literature: Frankenstein – playscript (Philip Pullman), The Boy in the striped Pyjamas by John Boyne

Year 8:

Language: Ignite English Book 2 (digital version)

Literature: *A Midsummer Night's Dream* – drama (William Shakespeare), Animal Farm by George Orwell

Year 9:

Language: Ignite English Book 3

Literature: *An Inspector Calls* – drama (J.B. Priestley), Of Mice and Men by John Steinbeck

Year 10:

First Language English: Cambridge IGCSE First Language English Course book, Cambridge IGCSE First Language English Language and Skills Practice Book

English as a Second Language: Cambridge IGCSE English as a Second Language Exam Preparation and Practice, Cambridge IGCSE English as a Second Language Course book, Cambridge IGCSE English as a Second Language Workbook

English Literature: Set texts are subject to change each year.

Year 11:

First Language English: Cambridge IGCSE First Language English Course book, Cambridge IGCSE First Language English Language and Skills Practice Book

English as a Second Language: Cambridge IGCSE English as a Second Language Exam Preparation and Practice, Cambridge IGCSE English as a Second Course book, Cambridge IGCSE English as a Second Language Workbook

English Literature: Set texts are subject to change each year.

Year 12:

AS English Literature: Set texts are subject to change each year.

Year 13:

A2 English Literature: Set texts are subject to change each year.

Enrichment Opportunities & Events

In our endeavours to encourage students to apply the knowledge, skills and understanding they have acquired, and to cultivate a love of literature, the English Department plans a variety of events. The objective of these events is to encourage all students to develop their creative writing skills by providing them with compelling learning opportunities outside the classroom. External stimuli will engage students, help develop their use of narrative and descriptive techniques, and encourage them to think more creatively.

Examples of events:

- Creative Writing Trip
- Horror/Gothic Week
- KS3 Creative Writing Evening

The English Department offers extra-curricular activities such as Public Speaking and Debate. These activities provide opportunities for students to compete in in-school, inter-school and regional competitions.

Students are encouraged to participate in local and international writing competitions.

The Double Award in First Language English and English Literature is an excellent opportunity to stretch and challenge the more able in English.

6.6. Math Department

Department overview

The Mathematics Department is a large, dynamic department which currently employs eleven members of staff. The Department aims to enable every student to reach their potential in a supportive academic focused environment, thus raising standards of

achievement in the subject. The teachers work together to ensure that these standards are maintained.

Curriculum Overview

KS3

During Years 7 and 8, the Key Stage 3 syllabus provides a solid foundation for future years, consolidating the students' knowledge of number, algebra, shape and space, data handling and developing their awareness of mathematical concepts in real-life situations.

Throughout Key Stage 3, students are shown how to use the calculator for complex operations but are also encouraged to use mental arithmetic whenever possible.

Furthermore, the department may offer booster lessons to students in Key Stage 3. These are usually teacher recommended, with the aim of helping students overcome any difficulties in the subject.

More able students are challenged with extension work through differentiation in lessons. They are also encouraged to join the Mathematics Challenge Club and participate in external mathematics competitions.

KS4

EDEXCEL Mathematics International GCSE (9-1), Pearson (4MA1)

In Key Stage 4, students continue with the Edexcel IGCSE (9-1) Higher tier course. The course introduces advanced number work, geometry, sets and more complex algebraic manipulation.

In Year 10 and 11, students delve into topics such as differentiation, three-dimensional geometry, vectors, algebra, and more applied Mathematics. They take the external IGCSE Mathematics examination at the end of this year.

The textbooks used by the department are the Edexcel International GCSE (9-1) Mathematics A, Book 1 and Book 2, by Pearson.

KS5

Pearson EDEXCEL Mathematics International A level (YMA01)

EDEXCEL Further Mathematics IAL (YFM01)

In Year 12, students follow the Edexcel International Advanced Subsidiary syllabus, with the units Pure Mathematics 1, Pure Mathematics 2 and Statistics 1, examined at the end of the year.

In Year 13 students continue with the Edexcel International A level taking the units Pure Mathematics 3, Pure Mathematics 4 and Statistics 2, examined at the end of Year 13.

Mathematics A level is recommended for students planning to follow university courses in Accountancy, Actuarial Studies, Business Management, Economics, Biology, Geography, Environmental Studies, Medicine, Social Sciences and Statistics.

In addition, students who excel in the IGCSE examination, achieving a high grade 8 or 9, can take alongside the Mathematics International A level course, a second course of Further Mathematics. This includes the units of Decision 1, Further Pure 1 and Mechanics 1 in Year 12 and Further Pure 2, Mechanics 2 and Statistics 3, in Year 13.

Having two Mathematics qualifications is useful for students wanting to study Mathematics or Engineering and any other related subjects at University.

Resources

The department is well resourced with its own suite of rooms.

Enrichment Opportunities & Events

The Mathematics Relay

The event takes place every year, usually in January at the University of Cyprus. This is an event where teams from different schools in Cyprus compete in the solution of mathematical problems.

World Maths Day

All Key Stage 3 and Year 10 students have the opportunity to participate in the 'World Maths Day' competition. It is an exciting event involving around 5.5 million students from over 200 countries which takes place in March and lasts for 48 hours. Students can participate from home or school.

EuroMath competition in Mathematics

Students are encouraged to participate in the European student conference which takes place in different countries in Europe and focuses on several workshops and sessions covering multiple competitions in Mathematics.

Mathematics Focus Week

During the week we invite students and teachers to participate in a variety of activities which take place at break times. These may include strategy games such as chess, solving 3D mathematical puzzles and solving mathematical brainteasers. A Mathematics-themed bake sale is also organised, with proceeds going to charity. During lessons of this week, KS3 students are also given the opportunity to compete in mathematical games within their year groups and explore mathematical concepts in more depth beyond the curriculum.

The Cyprus Maths Olympiad

This event usually takes place in April at the University of Cyprus. The Olympiad consists of a multiple-choice paper which lasts for one hour. Gold, Silver and Bronze medals are

awarded at the end of the academic year at a special ceremony. Students who register for the Olympiad are offered guidance during Mathematics Challenge Club sessions.

Mathematics trips

During activities week Year 9 or Year 10 students have the opportunity to go on a field trip, exploring the applications of Mathematics in real life. Trips in the past have included visits to the Mathematics department at the University of Cyprus and the University of Nicosia.

Mathematics Challenge club

The club offers training for events and competitions mentioned above and is available for all Key Stages.

STEP

University admission tests training is offered for the Year 13 students.

6.7. Computing and Electronic (CET) Department

Department overview

Today, Computing and Electronic Technologies have become essential skills for life. CET provision at the Senior School aims to provide students with the technical skills and techniques needed for life, as well as the ability and confidence to apply these skills safely, responsibly, and confidently in their learning, everyday life and the workplace.

Curriculum Overview

KS3

At KS3 students gain knowledge, understanding and skills using a variety of applications including:

Office 365, Internet Safety, Photoshop, Teams, OneDrive, Email, Flowol, Web Design, Sound Editing, Video Editing, Spreadsheets, Databases, Forms, Sway, Minecraft, Word, MSW Logo, Micro:Bit, Publisher, Python, HTML and Artificial intelligence.

KS4

Cambridge Information Communication Technology IGCSE (0417)

The Information Communication Technology syllabus combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design.

Students will develop a greater awareness of how applications are used in the workplace and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. The skills learnt will be useful to them in their work across the curriculum and will prepare them for future employment. Assessment of the

practical tests is hardware and software independent. Any hardware platform, operating system, and applications packages can be used, providing that students have the opportunity to demonstrate the full range of skills in the syllabus.

KS5 Year 12 & 13

Cambridge Computer Science A Level (9618)

This syllabus encourages learners to meet the needs of Higher Education courses in computer science as well as twenty-first century digital employers.

The aims of this course are to enable students to develop:

- computational thinking skills.
- an understanding of the main principles of solving problems using computers.
- an understanding of the component parts of computer systems and how they interrelate.
- an understanding of the different methods of communication and the functionality of networks.
- the skills necessary to apply this understanding to develop computer based solutions to problems.

Resources

The school has three fully equipped computer labs which are regularly used by the Department and by other staff to support teaching and learning across the curriculum.

Enrichment Opportunities & Events

FTC Robot Competition

Minecraft Coding

Microprocessor Control

Photoshop Images and Animation

Programming

Creation and training of an AI chatbot with flow control.

6.8. Physical Education Department

Department overview

Physical Education is compulsory at Key Stages 3-5 as part of our core curriculum. Key Stage 3 students have three periods of PE every two weeks and Key Stage 4 and 5 students have one lesson per week. Students can opt to study IGCSE and A Level PE in Key Stages 4 and 5 respectively.

Physical Education has several areas of focus: the pursuit of excellence through personal improvement and teamwork; ethical and responsible behaviour; adherence to the spirit and meaning of rules; leadership, strength of character and sportsmanship: respect for one's opponents; acceptance of victory with humility and acknowledgement of defeat with

grace. Students are encouraged to select a pathway appropriate to their interest in the attempt to develop their competence and confidence to participate in a range of physical activities that become a central part of their lives, both in and out of school.

Curriculum Overview

KS3

Year 7 students participate in baseline assessment, which allows the department to obtain information on the student's ability. Students participate in numerous tasks, which are collected and analysed. Based on this the student is set realistic end of Key Stage 3 targets.

Students will develop a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. Activities that the students will cover during Key Stage 3 are: basketball, football, volleyball, handball, athletics, swimming, water games, health related fitness, tennis, weights room, fitness, OAA and dodgeball.

KS4

Cambridge IGCSE Physical Education (0413)

AQA GCSE Dance (8236)

IGCSE Physical Education

IGCSE Physical Education is a course that combines practical and theoretical aspects of Physical Education. Students take the course during Years 10 and 11 and follow the Cambridge examination board specification (<https://www.cambridgeinternational.org>). Students are encouraged to take the course with a wide range of strong activities as players, performers or leaders. Students will have 5/6 lessons a week, two practical and four theories.

Core PE

At Key Stage 4 all students have one lesson of core PE which focuses upon competition and full context sport. Students will have blocks of sports depending on their selection from athletics, team sports, OAA, striking and fielding, fitness.

KS5

EDEXCEL A Level Physical Education (9PE0)

A Level Physical Education is a linear course.

A Level PE consists of both theory and practical and follows the EDEXCEL board (www.edexcel.com). The theory is worth 70% of the total marks and students will study five topics, Applied Anatomy and Physiology, Exercise Physiology and Applied Movement Analysis, Skill Acquisition, Sport Psychology and Sport in Society. The practical is worth 30% of the total marks and consists of two sections, a Performance Development Plan on your chosen sport (3500 words) and a performer/coach on your chosen sport. An A Level qualification in this subject is a useful lead into the many and varied degree courses that are grouped under Leisure and Sport Studies in the UCAS Entrance Guide.

Core PE

At Key Stage 5 most students have one lesson of core PE, depending upon their A Level options. Year 12 have the opportunity to participate in additional sports qualifications such as First Aid. Year 13 will continue to develop their physical skills and fitness in practical lessons; our primary aim is to educate students to give access to lifelong learning and participation in physical activity.

Resources

The school has several dedicated areas of PE that are used for a range of team and individual sports, such as an athletics track, basketball/handball court, futsal pitch, volleyball/netball court, 2 tennis courts, swimming pool, dance studio and a fully equipped gym.

Enrichment Opportunities & Events

- **Extra-Curricular Activities**

The sporting opportunities outside the classroom at The Senior School are numerous, fulfilling and a vital part of the student's experiences. We take pride in offering as many varied and challenging clubs and activities for students of all ages to ensure every child has the chance to achieve success, improve their skills and enjoy physical activity in a safe, organised and fun environment. There is always a club available when the final school bell rings, including football, hockey, gym, dance, lifesaving, volleyball, Duke of Edinburgh, self-defence, squash, table tennis and swimming.

- **Strength and Conditioning programme**

Paid activity running early in the morning from 7.30-8.05 am. This program can help improve the physical condition and sports performance of our students/athletes and is designed to fit the individual needs of each student. There are two student tracks: Lifetime Wellness (LTW) and Sport Based Training (SBT). The workouts will be planned based on the following fitness components: Strength, Agility, Power, Muscular Endurance, Cardiovascular Endurance, Flexibility-Mobility, Coordination, Balance, and Speed.

- **School Teams**

We pride ourselves on our performances in local and national competition and will enter as many tournaments as we can. There are local leagues in basketball, football (girls and

boys), volleyball and handball. In athletics, table tennis, swimming, hockey and biathlon there are regional and Pan-Cypriot competitions.

For all these sports there are weekly clubs led by PE staff and specialist coaches for all to attend with players showing commitment, responsibility, pride and teamwork to allow them to experience travel and competition with their peers.

- **House Competitions**

Students have the opportunity to represent their House in numerous events each year, ranging from football, dodgeball and basketball. This in-school competition allows students of all abilities to take part in organised competition and experience success and the importance of feeling part of a team. Points from all competitions are then added together to give the overall score for each House.

- **Sports and Vice Captains**

Each House has a Sports Captain and two Vice Captains, who are responsible for organising the teams for each event. It is a great honour to undertake this role for your House, giving those in the position the opportunity to demonstrate and develop their leadership, communication and organisation skills throughout the year.

Founders' Day

Students celebrate the four founders of the school, Stone, Gayford, Kenny and Christodoulides in full participation games and sport specific activities. Each House competes against each other in a competitive but fun day for everyone taking part.

- **Sports Week**

Activities and sports are organised throughout the week for every Physical Education lesson. Students might have the opportunity to participate in combat sports, street dance, karate, softball, American football and many other different activities. The main activity is "Teachers versus Students Games", where there is a variety of challenges for five days at break, where both teams compete for the winner's trophy!

- **Sports Day**

Students participate only in year groups (except the relays) to be able to set school records that can be held for many years. Every student in the school signs up for at least one event from high jump to the 1500m race. All the records for the event are available to see either on Facebook or within the PE department.

- **Physical Education Trips**

Day and overseas trips have been organised by the PE department to Barcelona, Italy and Switzerland, where students get to experience the sporting culture of another country. Trips in Cyprus include Troodos Mountain, GSP stadium and the Ergogenic Centre for research on sports science.

6.9. Modern Foreign Languages Department

Department overview

The aim of the Modern Foreign Languages department is to make students proficient in the use of languages, foster positive attitudes to other languages and cultures and create internationally minded people.

Students learn languages through a lively communicative approach, combined with rigorous grammar teaching and gain an insight into the culture and history of the language they are studying. All four language skills of Listening, Speaking, Reading and Writing are developed through a range of activities and opportunities which aim to develop our students' confidence, independence, and creativity.

Curriculum Overview

KS3

Year 7 students are offered a choice of three foreign languages: French, Spanish, and German.

All Key Stage 3 students are required to study a Modern Foreign Language in Years 7, 8 and 9. The students study the same language for three years.

Throughout Key Stage 3 students have opportunities to communicate, understand and respond to language used in various contexts and situations. They listen to and read a variety of texts in order to increase their understanding and become confident in expressing themselves in the target language. Additionally, they focus on the use of patterns consequently becoming familiar with a range of grammatical structures.

Technology plays an important role in our language

lessons and our students are encouraged to use a variety of tools for communication, research, projects, etc. Finally, cultural awareness and understanding is incorporated in the MFL lessons aiming to broaden our students' horizons by developing new ways of seeing the world.

KS4

EDEXCEL IGCSE French (4FR1), German (4GN1), Spanish (4SP1)

The aim and objectives of the International GCSE in Modern Foreign Languages is to enable students to develop the ability to understand and communicate effectively in the target language through the spoken or written word as well as develop knowledge and understanding of the culture of countries and communities where the target language is spoken.

The students follow the Edexcel IGCSE course specification. During the two-year course the core skills are developed, and students extend their knowledge of vocabulary and grammar structures as well as gain an insight into the French/Spanish/German culture and way of life.

KS5

EDEXCEL International A Level French (YFR01), German (YGN01), Spanish (YSP01)

The aim and objectives of the International GCSE in Modern Foreign Languages is to enable students to develop the ability to understand and communicate effectively in the target language through the spoken or written word as well as develop knowledge and understanding of the culture of countries and communities where the target language is spoken.

The students follow the Edexcel IGCSE course specification. During the two-year course the core skills are developed, and students extend their knowledge of vocabulary and grammar

structures as well as gain an insight into the French/Spanish/German culture and way of life.

Resources

Our MFL classrooms are equipped with big television screens that allow our teachers to share their resources with students during lessons and allow hybrid or online sessions. Our students can use Wi-Fi for research and online activities or for communication with the teacher or their peers.

Our MFL teachers take full advantage of Office 365 and the Microsoft Showcase status of our school and support their lessons in all Key Stages with connections with other schools around the globe, guest speakers or virtual visits through apps like Teams, One Note, flipgrid, Minecraft, Forms, etc.

MFL Course books:

The MFL Department uses a wide range of course books as well as our own teacher resources.

FRENCH

French KS3:

- Allez 1 and 2, Oxford University Press
- Allez 1 and 2 Grammar and Skills Book. Oxford University Press

French KS4:

- Studio: Pearson Edexcel International GCSE (9-1)

French KS5:

- Edexcel AS French , Heinemann
- Edexcel A2 French, Heinemann
- Edexcel A Level Grammar Practice, Heinemann

GERMAN

German KS3:

- Zoom Deutsch 1 and 2, Oxford University Press
- Zoom Deutsch 1 and 2 Higher Workbook, Oxford University Press

German KS4:

- International GCSE (9-1) German for Edexcel International GCSE, Hodder Education

German KS5:

- German Edexcel A Level (Includes AS), Hodder Education

SPANISH

Spanish KS3:

- Zoom Español 1 and 2 (Digital books, Kerboodle), Oxford University Press
- Zoom Español 1 and 2 Higher Workbook, Oxford University Press

Spanish KS4:

- International GCSE (9-1) Spanish for Edexcel International GCSE, Hodder Education

Spanish KS5:

- Spanish Edexcel A Level (Includes AS), Hodder Education

Enrichment Opportunities & Events

External international Language examinations:

The DELF, DELE and Goethe diplomas are recognised around the world. They are valid for life, and they allow our students to have an additional qualification in French, Spanish and German, which will be very useful to them later in their professional life. We encourage our students to consider taking the first certificate (A1) as early as in Years 8 and 9 and the second one (A2) in Years 10 and 11. In Years 12 and 13 our students are encouraged to take the B1 and B2 examinations. Our students receive additional after school preparation lessons at school, and we are very proud of their excellent results so far.

In French our students participate in the Kangourou French Competition of Thales Foundation, and they always achieve high results and win many awards.

Mother and second language support: In addition to the IGCSE and IAL qualifications in the languages we teach at school, we support and encourage our students to participate in these examinations in their mother or second languages. As a result, every year we have students of all year groups who participate in IGCSE, IAL and A Level examination in languages such as Arabic, Russian, or Chinese and we make sure they receive the necessary support and advice in order for them to be successful.

Language trips: At the Senior School, language learning is not just confined to the classroom. The MFL department organises annual trips to the countries of the languages studied by our students, providing opportunities for them to use “real life” resources and develop their confidence and independence whilst gaining an insight into the culture of the country and community they visit. In recent years the MFL department has participated in the school activities week with trips to European destinations such as Germany, France and Spain.

Events and activities: Through a wide range of events and activities such as the celebrations of the European Day of Languages, la Francophonie, dance, theatre, or even culinary competitions, our students are encouraged to appreciate and recognise the value of language awareness and cultural diversity.

Every February, the MFL department organises the Language Week with visitors, trips and many activities that enhance our students’ appreciation of the language diversity and multilingualism of our school. As part of our after-school activities program our various language clubs offer students the opportunity to learn further languages like Chinese, Arabic, Russian and Italian or enhance their skills in the languages they already study through a variety of activities in a fun environment.

6.10. Business Faculty

Accounting, Business Studies and Economics

Department overview

The aim of the faculty is *“to achieve the highest possible standards for all our students”*. We also hope that students will enjoy their work in all subjects within the Business Faculty and we strive to ensure that our curriculum offers a rich and diverse range of learning experiences.

Our faculty is characterised by a strong sense of collaboration and enthusiasm for our subject areas and our students. We enjoy an excellent working relationship with staff from other departments both within our own school and with departments in other schools.

We work as a team each working together to build on our range of strengths and abilities. It is this sense of teamwork which enables us to face the challenges ahead with confidence and enthusiasm.

ECONOMICS

KS4

EDEXCEL IGCSE Economics (4EC1)

The Edexcel IGCSE in Economics is designed for use in schools and colleges as a two-year course. As students progress through the course, they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to give students a sound understanding of economics, and the ability to use knowledge, skills and understanding appropriately in the context of individual countries and the global economy.

Key subject aims:

- To develop students' understanding of economic concepts and enable them to apply these concepts to real-life situations;
- To enable students to interpret and evaluate economic data in order to make reasoned arguments and informed judgments;
- To develop an awareness of economic change and its impact on developing and developed economies;
- To develop an understanding of economic issues, problems and possible solutions that affect mixed economies;
- To enable learners to participate effectively in society as citizens, producers and consumers.

KS5

EDEXCEL International A Level Economics (YEC11)

AS Unit 1: Markets in Action

This unit gives an introduction to the nature of economics and examines how the price mechanism allocates resources in local, national and global markets. Students will learn to apply supply and demand analysis to real-world situations and will be able to suggest reasons for consumer behaviour. They will analyse the nature and causes of market failure and also understand the strengths and weaknesses of possible policy remedies.

AS Unit 2: Macroeconomic Performance and Policy

This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy in an international context. Students will learn how to use a basic AD/AS model to analyse changes in real output and the price level. Students will look at when demand and/or supply side policies may be appropriate ways of improving an economy's performance, consider these policies in an historical context, predict the possible impact of such policies and recognise the assumptions involved. Students should understand different approaches that may be used by policy makers to address macroeconomic problems and to identify criteria for success.

A2 Unit 3: Business Behaviour

This unit develops the content of Unit 1 and examines how pricing and the nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision making. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.

A2 Unit 4: Macroeconomic Performance and Policy

This unit develops the knowledge and skills gained in Unit 2. The application, analysis and evaluation of economic models is required as well as an ability to assess policies that might be used to deal with economic problems. An awareness of trends and developments in the global economy over the last 40 years, including contemporary issues, is required. Wider reading and research will enable students to use up-to-date and relevant examples in their analysis and evaluation of issues and developments in the global economy.

BUSINESS STUDIES

KS4

Cambridge IGCSE Business Studies (0450)

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses. Successful Cambridge IGCSE Business Studies learners will be able to understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance as well as appreciate the role of people in business success.

KS5

EDEXCEL International A Level Business Studies (YBS11)

Covering business in a global context, the Edexcel International Advanced Level in Business Studies is designed to be studied over two years, with the option of a one-year AS level course.

An IGCSE qualification in Business Studies is not a prerequisite for study of the subject at Advanced Level, but it is highly recommended since it builds on the knowledge and skills developed from the IGCSE Business Studies course.

Aims:

The aims of the International Advanced Level qualification in Business Studies are to enable students to:

- develop an interest in and enthusiasm for the study of business;
- gain a holistic understanding of business;
- develop a critical understanding of organisations and their ability to meet society's needs and wants;
- understand that business behaviour can be studied from a range of perspectives;
- generate relevant solutions to business problems and issues;
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals;
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and the quantification and management of information.

ACCOUNTING

KS5

EDEXCEL International A Level Accounting (YAC11)

The aims of the International Advanced Level in Accounting are to encourage learners to develop:

- an understanding of the importance of effective accounting information systems and an awareness of their limitations through a critical consideration of current financial issues and modern business practices;
- an understanding of the purposes, principles, concepts and techniques of accounting;
- the transferable skills of numeracy, communication, ICT, application, presentation, interpretation, analysis and evaluation in an accounting context;
- an appreciation of the effects of economic, legal, ethical, social, environmental and technological influences on accounting decisions;
- a capacity for methodical and critical thought which would serve as an end in itself, as well as a basis for further study of accounting and other subjects.

FINANCIAL EDUCATION

KS5

Developed by the University of Cyprus, Financial Education intends to promote financial literacy among students and prepare them for a life after school.

SYLLABUS AIMS

The aims of the syllabus are to enable students to:

- Develop knowledge and understanding of basic financial concepts;
- Familiarize oneself with the use and purpose of budgeting, projections, financial planning and other useful tools;
- Familiarize oneself with the purpose and functions of banks and lending institutions;
- Develop understanding on the calculation of taxes, contributions, payslip net amounts, etc.
- Assess the importance of financial management, stability, and self-sufficiency via relevant current topics

Resources

IGCSE Books
Economics

Edexcel IGCSE Economics (Rob Jones, Pearson)
b) Business Studies

Edexcel IGCSE Business Studies (Rob Jones, Pearson)
c) Accounting

Edexcel AS Economics (Peter Smith, Phillip Allan Updates)
b) Accounting

AS Level & A Level Accounting (Harold Randall, Cambridge University Press)
c) Business Studies

Edexcel International A Level Business student book 1
A2 Level
Economics

Edexcel A2 Economics (Peter Smith, Philip Allan Updates)
b) Business Studies

Edexcel International A Level Business student book 2
c) Accounting

A level Accounting, 3rd ed. (Harold Randall, Lett's Educational)

Enrichment Opportunities & Events

The Faculty offers frequent opportunities to relate its subjects to the 'real world' and takes students out to visit local companies such as Pizza Hut to bring the world of business alive.

Business Studies trips

We feel it is vital for our students to understand business via real life examples. Thus, visiting businesses is an important aspect of learning as students can better relate the theory and use what they have learnt in written analysis. As a result, students have visited different business organisations in different sectors including AUDI, Carlsberg Bottling Plant, Pittas Factory as well as Casale Panayiotis Hotel. All these trips have been very valuable to students and they are able to use their experience to further their understanding and improve their exam technique in terms of application and written analysis.

International trips are also organised as to help our students to understand better the business world. Trips have been arranged in London, New York, Berlin and Vienna.

Junior Achievement Cyprus (JA Cyprus)– Company Programme

The Senior School takes part in the JA Cyprus Company Programme. This is a programme designed to have students learn how to take a business idea from concept to reality. They form their own real enterprise and discover first-hand how a company functions. They elect a board of directors from amongst their peers, raise share capital, and market and finance a product or service of their own choice. At the end of the programme they present a report and accounts to their shareholders.

Students take part in a competition against other student run companies from both the public and private sector schools. The winner of the national competition goes on to represent Cyprus in the JA European Finals in July.

Since its launch in 1919, Company Programme students around the world have had hands-on experiences that develop new skills such as teamwork, leadership, presenting, planning and financial control as they learn to take responsibility for the success of their company. It's the perfect preparation for working life!

The programme is supported by volunteer advisers from the business world who are on hand to guide and mentor the companies. The JA-YE Company Programme is recognised by the European Commission Enterprise Directorate General as a 'Best Practice in Entrepreneurship Education'.

COMMON CORE SUBJECTS AT KS5

Core PE

At Key Stage 5 most students have one lesson of core PE a week, depending upon their A Level options. Year 12 have the opportunity to participate in additional sports qualifications such as First Aid and the Sports Leaders Course. Year 13 will continue to develop their physical skills and fitness in practical lessons; our primary aim is to educate students to give access to lifelong learning and participation in physical activity.

Personal, Social and Health Education

At Key Stage 5, Personal, Social and Health Education offers an opportunity to explore subjects of interest to the students, focussing on the issues that affect them as young adults.

Past and future sessions include career advice, study skills, drug and alcohol abuse, informed consent and dangerous driving.

General English

The General English course leads to a qualification in general English and encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analysing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. (Please be aware that some students will be studying English Literature for one of their major subject; this is the academic study of texts and is distinct from the General English course)

The General English course leads to an AS in General English from CIE.

Financial Education

This course is taught in Year 13 and has been developed by the University of Cyprus to ensure that students develop the skills needed to be confident in their personal financial decision making. The Senior school is extremely proud to be working with the University of Cyprus in developing this course as it is intended to be rolled out more widely following its introduction with us.

Assessment of Common Core Subjects

Each of the common core subjects will be assessed through a set of standards or through the use of common assessment material, developed and marked by staff at the Senior school in the case of General English, and PE and by the University of Cyprus for the Financial Education course.

7. IB Diploma Programme

As of September 2025, the School is an authorised IB World School offering the IB Diploma Programme in Year 12 and 13. This is available as an alternative to the A Level programme for students who choose this pathway.

The International Baccalaureate programme stands as a beacon for fostering a comprehensive and globally-minded education that transcends traditional boundaries. At its core, the IB programme is designed to **cultivate well-rounded individuals** who not only excel academically but also embody a set of values and skills crucial for success in an interconnected world.

The IB learning profile encapsulates the qualities that the programme seeks to instil in its students. Emphasizing attributes such as being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective, the learning profile sets a high standard for holistic development. This goes beyond conventional academic achievement, encouraging students to engage with their learning on a deeper level and fostering a sense of responsibility and empathy.

One of the distinctive features of the IB programme is its **commitment to multilingualism**. The ability to communicate effectively in more than one language is not merely seen as a practical skill but as a gateway to understanding different cultures and perspectives. Critical and creative thinking are pillars of the IB programme. Students are encouraged to question assumptions, analyse information, and approach challenges with innovative solutions. This emphasis on **critical thinking** empowers students to navigate an ever-evolving world.

The IB programme propels students to think beyond themselves, their immediate communities, and even their national borders. The global focus embedded in the curriculum encourages students to develop a broader perspective, fostering a **sense of responsibility towards global issues**. This outlook is crucial for preparing students to contribute meaningfully to a world that is increasingly interconnected and interdependent. The IB curriculum is not just a collection of subjects but a meticulously crafted and developmentally appropriate framework. It is broad, encompassing a range of disciplines, and balanced, ensuring a comprehensive and well-rounded education. The emphasis on conceptual understanding over rote memorization encourages students to grasp the **interconnectedness of knowledge**, fostering a deeper and more enduring comprehension of the subject matter.

The IB is a philosophy that shapes students into well-rounded, open-minded, and **globally aware individuals**. By emphasizing the IB learning profile, multilingualism, critical and creative thinking, and a global perspective, the programme equips students with the skills and mindset needed to navigate the complexities of the future and contribute positively to a rapidly changing world.

Students (*who have been accepted onto the Programme*) before entering Year 12 choose **one course from each of the six groups that are available – See below**. Students must take one of each group of the compulsory groups, which are Groups 1-5. The sixth subject can be chosen from Group 6 or a second subject can be picked from Groups 1-4. At least three of which **MUST** be a two-year **higher level (HL)** subjects. The remaining three will be standard level (SL) subjects. Students can make their selection of courses based on their academic strengths and interests as well as their career paths. The standard level subjects and higher-level subjects are rigorous in nature, scope and coverage. The Higher-Level subjects expand upon the curriculum offered at the standard level which will often require one or more additional internal and/or external assessments.

- Group 1: Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts

In addition to the above, students will follow the mandatory core subjects:

Extended Essay (4000 words)

A research paper designed to teach students how to independently research topics, much like those they will be exposed to at university level

Theory of Knowledge

An interdisciplinary course that enables students to reflect critically on the question of “How do we know what we know?” Students learn about how looking at the way we know things varies from one subject area to the next, and how decision making requires logical connections of differing areas of knowledge.

CAS (Creativity, Activity, and Service)

Through creative activities, sports, volunteerism, etc., students build confidence in themselves while improving their communities (IBO expects students to make community contributions for an average of **2 hours each week** during Years 12 and 13 after school.)

Assessment:

The assessment of student achievements happens in a variety of ways throughout the course of the two-year programme. It includes the assessment of student work both by external examiners as well as the students’ own teachers.

Internal assessments, which are internally assessed but externally moderated, normally contributes between 20% and 30% of the subject assessment but can account for as much as 50% in some of arts subjects.

The assessment itself undergoes careful review and moderation to ensure that a common standard is applied equally to the work of all students internationally.

All students’ work, regardless of which school they attended, are subject to the same assessment principles.

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for **each DP subject attempted**.

A student’s final diploma result score is made up of the combined scores for each subject.

The DP mandatory core subjects

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

Creativity, activity, service (CAS) – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Maximum points score is 45 (*Min 24 points*, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core).

Detailed course outlines will be available and added to the Study Guide 2025-26 following IBO authorization in late spring.

8. Assessment

TJSS Senior School is committed to ensure that Assessment, Reporting and Recording provides students, staff and parents with information to set realistic and challenging targets for students to progress and improve their learning. In turn this will lead to students achieving the highest grades possible according to their level of ability in both internal and public examinations.

The aims of the assessment policy within the school are to improve the learning of all students and enable each to fulfil their full potential. This will be achieved by procedures which:

- ensure that methods of assessment are appropriate for the purpose for which they are intended;
- help to identify individual needs of students to ensure that appropriate teaching methods and materials are being used;
- enable the potential, progress and performance of individual students to be identified and to inform future teaching;
- offer students the opportunity regularly to review progress and set personal targets for the future;
- enable teachers to use objective data to set formal targets for students
- encourage teaching staff to share and discuss assessment criteria with students and parents/carers;
- encourage students to assess and be aware of the strengths and weaknesses in both their own and other students' work;
- enable teaching staff to share views on progress with students and their parents;
- provide students with the possibility of attaining the highest grades possible according to their levels of ability in summative tests and examinations;
- help students develop their knowledge, skills and understanding to help them reach their potential (in summative tests and examinations).

Assessment of Learning – Summative assessment

Tests or quizzes are used at the end of a unit of work or to test understanding.

Formal testing takes place at the end of every year from Years 7-13. This takes the form of end of year school examinations in Years 7-10. All summative, internal tests will be returned to students so they may be used for formative purposes and areas for improvement identified and worked on.

Year 13 also sit internal Apolytirion tests in December, January/February and then via their mocks in March. The combination of these marks in addition to those of their common core subjects in Year 13 will be used to formulate a mark out of 20 for their final Apolytirion which is awarded at the graduation ceremony at the end of June. The school's Apolytirion or school leaving certificate is fully approved and validated by the Ministry of Education, Sport and Youth. It can only be obtained with an average attendance figure of 90%+ (other than in exceptional circumstances e.g. serious health issues etc).

In Year 11 students will sit I/GCSE examinations, in 8 - 10 subjects. In Years 12 and 13 students will sit AS and A2 level examinations in 3-4 subjects normally (exceptionally 2 subjects, considered on a case by case basis). Internal examination results will be fed back to students during specially timetabled days. This allows teachers to provide formative feedback to students to help them improve their skills and understanding and set targets for the following academic year. External examination results can be obtained online or from the school on results days. At I/GCSE and A level the exams officer and senior management will be available at the school on results days in August in case of queries or advice on re-marks and re-sits.

Re-marks and Re-sits in External Examinations

Procedures for re-sitting examinations: all applications for re-sits at GCSE, IGCSE and AS and A2 levels must be made through the British Council. These applications and the exams themselves are organised by the British Council and any questions or queries regarding re-sits must be directed through them. Information and application forms are available from the British Council.

Enquiries About Results: all application for an EAR/ATS are made through the Examination Officer. There are a number of services available:

Clerical check (papers will not be re-marked, marks are only re-calculated). This service includes:

- a check that everything a candidate has written has been marked
- all of the marks have been added up to give the correct total mark
- the total mark has been correctly entered
- the application of any adjustments

Re-mark: a senior examiner will re-mark the paper, checking answers against the mark scheme. Once a paper has been re-marked, a clerical check is made as above. The enquiry should be completed within 30 days of acknowledgement of request.

Priority Re-mark (EDEXCEL and AQA EXAMS ONLY): this offers the same services as EAR Service 2 but the enquiry should be completed within 18 days of acknowledgement of request. (Only available for Year 13 students who have a place at university or a further education college that is dependent on their A level results.)

Review of Moderation: post-results review of moderation for internally assessed/externally moderated controlled assessment and coursework components. Where centre marks have been adjusted during moderation, this service checks that the moderator has made an accurate judgement on the centre's ability to mark the work to the national standard.

This includes:

- a review of the original moderation by a senior moderator
- feedback with a similar level of detail to the original moderator report.

This service can't be requested if centre marks have been agreed during moderation.

Access to Scripts (ATS): copies /originals of exam scripts are made available. Deadlines for all applications must be strictly adhered to; if missed, enquiries cannot be applied for at a later stage.

Appeals: any appeal against decisions must be lodged by the Centre, in writing within specified time limits. The school reserves the right to ask to see a script if the student has not requested a re-mark. The school also reserves the right to ask for re-marks and pay for this service if the management decides that this will help the school to raise future attainment or if the school suspects that marking has been harsh. If the school requests a return of script or re-mark, it will bear the cost.

Low attainment in formal examinations

Where a student has performed below the expected level, they may be asked to re-sit the year as they move from one Key Stage to another. This will be done on a case by case basis and according to the individual profile of the child. However, as a rule of thumb if a student has not attained 5 A*-C or 9 – 5 passes at I/GCSE including English and Mathematics, it is not advisable to begin an A level course. Sometimes students may be allowed to start the A level programme with 4 passes, if at least one of them is English and Mathematics, on the understanding that they re-sit at least one I/GCSE (whichever one of English or Mathematics has not been achieved). These students will be advised to begin an A level programme of 3 subjects. After the Mock exams in March underachieving Year 12 students (2 grades below Alis predictions) are identified and targets set. Those whose achievement at the end of Y12 exams has not improved may be asked to repeat the year.

If a student achieves below the expected level at KS3 or in Year 10, unless they have designated special educational needs, they may be asked to re-sit their examinations either in June or at the start of September. This will be decided on a departmental level (however based on a general rule of thumb of students achieving at least 2 or more grades below their target or below 50%) and then the SLT will be advised on who is re-sitting and why.

Students achieving grade C/grade 5 or below in a subject at I/GCSE are not advised to choose this subject at A level. If parents insist on their child taking this subject they will receive a formal letter from the school reminding them that we advised their son or daughter not to take the subject and that they should expect low grades at A level such as Ds, Es or even Us.

For further information about Assessment including:

- Procedures
- Baseline assessments
- Monitoring and evaluation
- Assessment for Learning and the use of Formative Assessment
- Assessment calendars and procedures
- Staff responsibilities

please see The School Assessment Policy

Where appropriate and necessary, the School follows the Ministry of Education's policy on the re-evaluation of examinations.

Apolytirion

The Apolytirion grades reflect the academic level of Year 13 students throughout the academic year.

The Apolytirion is based on formal assessments of three main (A Level) subjects and three common core subjects (P.E., Financial Education and General English courses).

Assessments for main subjects take place three times throughout Year 13:

- First set of assessments – at the beginning of December
- Second set of assessments – at the end of January
- Third set of assessments (Mock examinations) – Generally in March.

The first two sets of Apolytirion assessments follow similar structures:

- Each assessment is generally 1 hour long *but this can be differentiated according to the needs of each subject*
- Assessments take place during class time or after school
- No study leave is granted

The third set of Apolytirion assessments also function as the Mock examinations for the A levels:

- Assessments mimic the structure of the A level examinations and so more than one paper can be set, and each paper can be longer than 1 hour.
- A timetable is set for the assessments and no lessons happen during this period
- Study leave is granted between assessments

The results of each of these tests are given as marks out of 20 following the equivalence table.

Grades for each subject are determined by averaging the results of the tests. None of the tests are weighted more than any others.

The Apolytirion grade for each subject is calculated as the unweighted average of

- The best result of the first two sets of assessments (Apolytirion weighting: 50%) and
- The best result of the two papers of the Mock, assuming that both papers are evenly weighted. (Apolytirion weighting: 50%)

For those subjects with unequal weighting the result of the heavier weighted paper is the one that counts.

For those subjects with three papers in the Mocks, the best result of the two most heavily weighted papers would count.

- Subjects standardise their results in line with the equivalence table and A level grades.
- Each of the first two assessment periods would be over a fortnight with time slots allocated for each block within one of the double periods for that subject. No study leave is given. The timing may vary for certain subjects to their specific requirements.
- Subjects with groups in more than one timetable block prepare different papers for each group to remove the possibility of students gaining access to the questions before

their assessment. These papers, and their results are standardised extremely carefully to ensure that they have the same level of perceived difficulty.

- There may be arrangements for sitting assessments after school.
- The Apolytirion does not include any privately taught A Levels. This programme is supported by classes in General English, P.E. and Academic Skills Development in Year 12.

The marks out of 20 reflect the grades at A level. See equivalence table below:

Apolytirion Mark	Equivalent Grade for A level
20	A*
19	High A
18	Low A
17	High B
16	Low B
15	High C
14	Low C
13	High D
12	Low D
11	High E
10	Low E
1 - 9	U

9. E-Learning and Safety

Microsoft Showcase School

As a Microsoft Showcase School for more than four years now, staff have learnt and been trained in using technology in the classroom to create and offer lessons which differentiate without stigmatising while at the same time keeping students engaged and stretching them to reach their full potential. This has been made possible through rigorous training of our staff from education professionals and other MS Showcase schools. Students can organise their studies as their work is automatically updated in their calendar with deadlines to homework and assignments. They have access to multi modal resources created by their teachers any time and from any device making learning accessible. This has proven to be very helpful for all our students but especially for SEN students who find it easier to absorb information in the privacy of their home. Teachers can assess student work/assignments and give feedback on progress before submission. This allows students to reflect on work carried out and make changes and improvements if needed. On numerous occasions the school has been visited by other school leaders from Cyprus and abroad to follow lessons and monitor good teaching practices. The teachers are the most important assets of

education and as such being a MS Showcase School requires that teacher PLD includes passing the Microsoft Certified Educator (MCE) examination which is entirely funded by the school. This examination focuses on the 21st Learning design skill sets a student requires in order to be best prepared for tomorrow's work force. We currently have around 80 teaching staff members from both the Junior and Senior sites which have successfully passed the exam. Several of our educators are recognised yearly by Microsoft Education as Expert Innovative Educators (Mie Experts) for their innovative use of technology to improve and enhance teaching and learning. The details of all the teacher MCE's and Mie Experts are displayed in the reception area of The Senior School.

School Laplets



When choosing the device for implementing 1 to 1 devices for students and staff the main criteria was durability, comfort and enough processing power in order to provide service to the students for their term at the school until they graduate. The device chosen was the Lenovo 300W 3rd Generation laplet with Pencil Touch technology. This is a rugged device, purpose built for the education environment with military-grade durability and drop resistant from up to 75cm. The 360-degree hinge allows the device to be used as a laptop, tent, or tablet for maximum comfort with up to 10 hours of battery life. The devices are used daily in the classroom, as appropriate, in various subjects as assistive technology.

Minecraft Education



The Minecraft Education Edition license is provided to all Year 7 and 8 students by the school. Minecraft has proven to be a useful tool in teaching computational thinking through programming.

As a platform which our students are comfortable with, our educators use Minecraft to:

- develop assessments through purpose-built Breakout rooms
- create language learning worlds which students have further developed to assist students of younger ages. This is a project which was rewarded with a place at the Microsoft E2 2020 summit in Sydney.
- develop understanding of electrical circuits

- teach students the fundamentals of computers by understanding and creating logic circuits

Learning about Logic gates



Breakout rooms for reviewing material learnt at the end of a topic



Understanding variables and modifying code in Javascript language.



Understanding conditional and looping constructs in programming



Safer Internet Use

Communication between The Junior School and Senior School (TISS) and external bodies promotes the wellbeing of students at risk or in danger of harm, students have a secure awareness of how to keep safe and online. (ISI report 2019)

All students sign an acceptable use policy for responsible use of the internet and parents and students are given guidelines, in accordance with Ministry regulations on the correct protocols for remote learning, where required. On school premises the devices automatically connect to the school WiFi network specifically set up for the student devices. This network is filtered with Cisco's sophisticated Content filter protecting students from undesirable or dangerous websites. Knowing that no content filter is 100% secure, students are taught about safe browsing and how to recognise malicious or suspicious websites. Students are taught about terms like; Phishing, Pharming, Smishing, sensible use of social

media and about leaving a positive digital footprint which will not reduce their chances of employment in the future.

Distance learning procedures

Please note that permission for online learning can only be given to students who have a physical injury which prevents them from travelling to school. This has to be verified by a doctor if the student wishes to learn online, and this permission is given solely at the discretion of the Head of School / Principal

There are slight differences between distance learning procedures for KS3, 4 and 5.

- All students have a 365 account.
- In Key Stages 3, 4 and 5, the normal lesson timetable is followed for the entire day.
- All lessons are scheduled through Teams so that the lessons are scheduled in the student's Teams calendar. All meetings are set up with the following settings:
 - Only people in the organisation can bypass the lobby;
 - Only the organiser can present;
 - If educators want to generate breakout rooms for a lesson for group work or to support SEN students, this is set up by the educator.
- The educator has the option to turn on the camera but must make sure that:
 - the blur background feature or an appropriate background scene is applied,
 - no one else is visible in the background,
 - no personal information is identifiable in the background,
 - they try to use a quiet area without distractions.
- Students in Year 9 and above can have their camera on if they wish to but must follow the rules for camera use:
 - no one else visible in the background,
 - no personal information identifiable in the background,
 - blurred background or appropriate background effect must be applied.
- If guest speakers are to be invited to a lesson, the speaker must be approved by management and should be invited through Teams. The guest will be admitted through the lobby during the lesson.
- Anyone trying to join the lesson without an organisation account is not admitted or allowed to bypass the lobby. This also includes students who may claim that they have forgotten their password and want to connect as a guest.
- It is prohibited to record the live lesson, but teachers are encouraged to create recordings of material so that students can refer to it later.
- Lesson delivery is largely dependent on the educator, but the school encourages educators to keep delivery of lessons to approximately 15-20 minutes with no or few interruptions for questions. Following delivery, students are given work to do based on the lesson delivery and students are able to ask questions at this time.
- A register is taken at the start of the lesson to check for attendance. During the lesson, the educator will randomly pick students to ask a question to check if they

are still following the lesson. Students not responding may be marked absent if presence remains unconfirmed.

- Exit tickets are used randomly (short quizzes using Forms) at the end of lessons to check class understanding of content delivered.
- All resource materials are made available to students through the files section in the Class Teams.
- All assignments and homework are scheduled using Teams Assignments so that the students have a wholistic view of the work they need to complete for all subjects.
- Students misbehaving during lessons are reported to management.

9. Admissions and Scholarships

9.1. Admissions

Admission entry points

The main points of entry into the Senior school is at Year 7 although places are sometimes available in other year groups, subject to available places.

Children of embassy staff

The school reserves, pending availability, one place in each year group for children of overseas embassy staff until May 1st of the academic year preceding the applicants' proposed entry into the school. If these places are not claimed, they are offered to applicants on the waiting list. Children will be accepted only if they meet the entrance criteria.

Children with Special Educational Needs (including those with English as an Additional language)

Please refer to our SEN Policy

We welcome applications from children with Special Educational Needs. Similarly, we welcome children with English as an Additional Language and will support their integration fully.

It is, however, a prerequisite that all external candidates pass the entrance exams set by the school before they are offered a place at The Junior & Senior School. Special provision and accommodations will be made for the Entrance Exam if we have proof of prior provision from a previous school or an educational psychologist report completed and signed by a registered psychologist. **However, the school reserves the right to refuse admission to a child with SEN if we consider the needs to be of a nature that goes beyond our ability to support that child academically, physically, socially and/or emotionally.**

Any SEN, EAL or medical needs must be declared on the application form. If any information is not disclosed and the School subsequently establishes that the condition was previously known, we reserve the right to ask the parents/carers to withdraw the child. If any

additional information comes to light between submitting the application form and the assessment process, please inform the registrar in writing prior to the assessment. While recognising and fully supporting parents' rights to have a School of their choice for their children, the School's ability to accept children with particular needs is dependent on the supply of resources suitable to the needs of the individual student. Where the School deems that further resources are required, it will, prior to enrolment, request the parents/carers to provide the resources required to meet the needs of the child as outlined in the psychological or medical report. The School will meet with the parents of the child to discuss the child's needs and the School's suitability or capability in meeting those needs.

Overseas Applicants

The Junior and Senior School welcomes applications from overseas applicants.

Parents are invited to email the registrar on ckkolou@tjss.ac.cy if they would like to book a tour to see the School or if they have any related to admissions.

Enquiries

Parents are invited to email the Registrar on ckkolou@tjss.ac.cy if they would like to book a tour to see the school or if they have any queries related to admissions.

9.2. Application Process

The stages of our application process are as follows:

- Online application form completed by the parents and submitted to the school
- Application processed by the Admissions team
- Assessment Process begins with consideration of:
 - School report from the candidate's current school, a Character Reference from the candidate's current school
 - an Interview for Year 12 entry
 - Assessment Examination results
- Letter of Offer
- Payment of the Development Fee and Pre-payment and term fees for students joining after students' term invoice. ***Students joining after the start of the academic year will need to pay the term fees of the term they are entering and in some cases the term fee of the following term if this has already been invoiced.***
- Signing of Fee Contract and offer letter

Applicants will be considered as candidates for admission when the online application form has been completed and submitted to the school (<https://admissions.thejuniorandseniorschool.com>) along with the relevant documentation and the non-refundable application fee of €200. Please note the application fee will be reviewed and amended from time to time.

Due to high demand, early submission of application forms is recommended for all families. Families with siblings are advised to apply at least a year in advance of the applicants' proposed entry into school.

In Years 7-11 applications need to be submitted up to one week before the entrance examination.

9.3. Assessment Criteria

The results of the assessment are ranked and places are offered on rank and the consideration of other criteria e.g. school reference and report from previous school, school interview etc. Places are then offered accordingly.

Entry to Year 7

Students already enrolled at The Junior & Senior School, upon completion of Key Stage 2, may progress to Year 7 upon payment of the prepayment fee, by the set deadline date provided by the school, if they

- have successfully completed the Year 6 programme (and satisfy the requirements as set in Year 4 and Year 5)
- have no pending fees

External candidates are required to take the entrance examination, which is usually held towards the end of March preceding the proposed year of entry, within the period set by the Ministry of Education, Sport and Youth.

The Senior School entrance assessment is computer based and tests the following:

- **reasoning with words**
Identifying words that fit into a group and that follow a pattern of similarity or difference. There are two tests, each 13 minutes long.
- **reasoning with numbers**
Finding patterns in groups of numbers and continuing the patterns. There are two tests, one 15 minutes long and the other 13 minutes long.
- **reasoning with shapes and designs**
Identifying similarities and differences between shapes and following patterns. There are two tests, each 14 minutes long.
- **thinking with and mentally manipulating precise shapes**
Working out what shapes would look like after being folded and matching shapes. There are two tests, each 15 minutes long.

The assessment is split into three timed parts, one of 30 minutes and the other two of 41 minutes.

Preparatory sessions are offered and details on the costs and exact dates are provided yearly on the website.

Year 12

Transfer after I/GCSE from Year 11 to the Sixth Form (Years 12 and 13) is dependent upon obtaining the required grades (9 to 5) at I/GCSE in five subjects including Mathematics and English Language plus the minimum grades required by the Senior School to study the chosen options of the candidate at A Level. Transfer to the Sixth Form is also dependent on the student's behavioural record.

External applicants for places in the Sixth Form are required to fulfil our entry criteria. Students joining from a non-British curriculum must take the School's entrance exams.

(Please refer to Appendix One at the end of this document to see the admissions criteria for each year group).

Oversubscription criteria

When the school is oversubscribed, places will be allocated according to the following criteria:

- Candidates with completed applications
- Mark achieved in the examination/assessment
- Priority is given to siblings, returning children i.e. children whose parents left the school for reasons beyond their control (e.g. work transfers overseas) and children of Alumni parents.

Waiting Lists

Candidates who achieve the desired standard but for whom there is no place in the school in the required year group will be invited to join the waiting list. They will then be offered a place should one become available. Applicants may defer their application for up to two years if they wish to join the School at a later stage they need to reapply.

9.4. General Information on Admissions

The offer of a place

Offers of places are made in writing. The school is not obliged to state its reasons for rejection of an applicant, nor will it give out the examination mark obtained. Acceptance of a place offered must be confirmed by the date written in the offer letter and secured by a non-refundable payment of:

- The development fee of €800, which is an 'one-off' fee that contributes to ongoing improvements to the school

- The pre-payment fee (€500 for the Junior School and €700 for the Senior School) which is part of the next academic year's fees.

If the offer is made after the deadline of paying a certain term's fees, the term fees are also payable upon accepting the offer.

If the above payments have not been made by the deadline date set in the offer letter to applicants, the school reserves the right to withdraw the offer of a conditional place (and offer this place to another applicant from the waiting list). Should a parent subsequently decide not to take up the place offered after this time the application fee is **not refundable**.

Deferred Entry

Parents/guardians of applicants who have been offered a place may request to defer entry to the next academic year. This must be put in writing to the Registrar/Admissions Manager at the earliest opportunity. The request will be recorded but there is no guarantee that a place will be offered. This will depend on availability, numbers of applicants, interview and assessments, and priority as stated below.

Additional Notes

The Principal, together with the Heads of The Junior and Senior School and the Registrar are responsible for admissions and for the operation of this policy. The Board of Governors ratify the Admissions Policy and oversee its fair implementation.

The School reserves the right to

1. amend its Admissions Policy at any time.
2. refuse admission of any applicant and this decision will be final
3. to store children's personal data (The Processing of Personal Data – Protection of Individuals Law 2001).

The Application Form together with the Letter of Offer and the Fee Contract form the basis of a legally binding contract between the parents/carers and the School for the provision of educational services.

Scholarships

The School offers a range of discretionary scholarships to high achieving students aiming to recognise and promote excellence and scholarships to students that excel in music, arts, sport, other extra-curricular activities and social engagement.

Bursaries are also available based on financial criteria.

Please refer to the Scholarship Policy for more information.

The School reserves the right to amend its Admissions Policy at any time. Parents/carers are advised to check on the current Admissions Policy at time of application. Please note the School reserves the right to store students' personal data (The Processing of Personal Data – Protection of Individuals Law 2001).

The Senior School Promotion Criteria for Students

The aim of this policy is to support every student in meeting all academic as well as personal and social expectations.

The School will review all the evidence (both academic and pastoral) and will make a decision on the future of a student which may recommend they leave the Senior School if it is clear that they cannot cope with the academic programme and/or if their behaviour is having a negative impact on others. An alternative is for a student to repeat the Year.

Promotion from:

- **Year 9 to Year 10**

Any student with a D or an E in any subject will be required to revise over the summer and sit a 'catch-up' test at the end of the summer. Such students will also be advised to make changes to options for Key Stage 4 if required.

- **Year 10 to Year 11**

A student's promotion from Year 10 to 11 will come into question if the following conditions apply:

- There is an E grade for English Language and/or Mathematics.
- There are two E grades, or three D grades (or a combination of these) in any subjects.

Cases of concern will be discussed at a Promotions Meeting in June. This meeting will be attended by relevant academic and pastoral staff and The Headteacher.

Apart from academic progress, *attitudes to learning* will be also considered. In particular, a Grade 4 for Attitude to Learning will be a significant contributory factor in discussion at the Promotions Meeting.

Attendance

For students in Years 10-12, attendance of more than 90% is required to proceed to the next year unless there are clear extenuating circumstances that are evidenced by appropriate records.

The same applies for the following:

More than 52 unauthorised absences from lessons
OR

More than 151 authorised absences from lessons

A student's behaviour may also be considered if the number of behaviour reports is significantly high.

Those students who may have technically met promotion criteria but still are clearly in need of support will be required to revise over the summer months and will have to re-sit examinations in relevant subjects at the end of August or start of September.

From Year 11 to 12: Promotion to the Sixth Form

The Senior School will require a minimum level of achievement as set out below to be able to progress into Year 12.

- 5 passes (grade 9 to 5) at (I)GCSE in subjects and specifications studied at the school. No student will normally be admitted without a (I)GCSE grade 9-5 in both English Language and Mathematics. A grade 4 result in any of the 5 subjects will only be considered for sixth form entry for Senior School students if it is well supported by appropriate and relevant documentation which evidences the reasons for the lower level of attainment.
- The school will normally expect that a minimum grade 6 is met in the three or four A Level
- subjects chosen as Year 12 options. For those students who wish to opt for Further Maths, a grade of 8 or 9 will be required at IGCSE.

Students who have not met the minimum requirements as set out above will not be promoted to the Sixth Form. They will most likely be asked to repeat Year 11 OR leave the school. Each case will be considered individually. In cases whereby the minimum grade 6 requirement is not met for an A Level opted for in Year 12, alternative subjects may need to be considered.

Attendance of more than 90% is required to proceed to the next year unless there are clear extenuating circumstances that are evidenced by appropriate records. A student's behaviour may also be considered if the number of behaviour reports is significantly high.

Promotion from Year 12 into Year 13

Promotion from Year 12 to Year 13 will be dependent upon a student achieving a minimum Grade D/E (preferably a D grade) in at least three A Level subjects studied in Year 12 (in AS Level examinations and/or End of Year school grades for linear subjects). If a student in Year 12 does not meet these minimum requirements, they will normally be required to either repeat Year 12 or leave the school.

It must be noted that any evidence of a poor attitude to learning and/or poor attendance and punctuality will also be taken into consideration regarding whether a student can be promoted.

Final decisions regarding students who are promotion cases lie with the Headteacher.

10. Student rights and obligations

The school promotes the fundamental values of democracy, respect and tolerance of those with different faiths and beliefs. It promotes universal principles which enable students to foster self-knowledge, self-esteem and self-confidence, recognise right from wrong, take responsibility for their own behaviour, contribute to the lives of those around them in their community and gain knowledge and respect.

Strategies are employed effectively to ensure that students of all ages from Early Years to Sixth Form are listened to and provided with early help and support if needed. Good behaviour is encouraged and students are motivated to work and behave in accordance with the school aims, with bullying aiming to be prevented as far as is reasonably practicable.

Personal Development, Student Voice & Opportunities for Enrichment

Promoting Personal Development

The school supports the personal development of pupils, both in and outside of the classroom by supporting students on a pastoral, extra-curricular and academic level to develop confidence and self-esteem by promoting pupils' resilience and ability to manage challenges.

The School promotes the fundamental values of democracy, respect and tolerance of those with different faiths and beliefs. It promotes universal principles which enable students to foster self-knowledge, self-esteem and self-confidence, recognise right from wrong, take responsibility for their own behaviour, contribute to the lives of those around them in their community and gain knowledge and respect. SMSC (Spiritual, Moral, Social and Cultural education) is a valued component of our curriculum in all key areas, including PSHE).

Wellbeing and Mental Health

The school actively support pupils' mental health and wellbeing through a carefully considered Pastoral and counselling structure which includes a Student Wellbeing Ambassador programme. Measures are in place to identify and address mental health concerns or emotional needs. All staff and leaders ensure that pupils feel safe and supported in school.

10.1. Student Voice: The Senior School

The Student Council is run by a member of staff under the guidance of the Headteacher. At the beginning of the academic year, students are asked to put themselves forward for the Student Council. If they decide to run for Student Council then they prepare a short presentation explaining why they want to be on the Student Council, what ideas they have and the contribution they would like to make. They present to the whole year group who vote electronically and the candidates from each year group with the most votes are elected

to represent their year group. When the Student Council congregates for the first time, they elect between them a President, Vice President, Secretary and Treasurer. They then have regular weekly meetings with the staff member in attendance. In addition, students in Key Stage 4 and 5, can also have the roles of Sports Captains, Arts Captains and House Captains. Interested students nominate themselves and are interviewed by member of the Senior Leadership Team. Once selected, they have regular meetings with a member of staff and are encouraged to plan and organise House events and competitions throughout the year. Every term, there is an All-Student Voice meeting involving the Student Council, Sports Captains, Arts Captains and House Captains. This meeting is led by the Head Girl/Boy team and supervised by the staff member in charge of the Student Council.

10.2. Rewards & Consequences: The Senior School

The Senior School has policies for behaviour, rewards and anti-bullying which are strictly adhered to by all staff. Our school promotes a positive, growth mindset with positive discipline, rewards, and encouragement. We reward students for their behavioural conduct as well as their academic, extra-curricular and sporting achievements. We achieve this primarily with the use of our system of rewards and sanctions which is displayed in every classroom and used to guide students in their adherence with school policy. Students sign a Home-School Agreement undertaking to abide by school policies. The rewards and sanctions system offers a series of escalating sanctions and reminders for students who find it difficult to behave in a positive way towards their peers, teachers, and other members of the school community. In Key Stage 3 students are rewarded and motivated with merits and merit awards. In Key Stages 4 and 5 students are awarded letters of commendation, GCSE and AS/A2 Award Certificates. A range of sanctions are used to reinforce positive behaviour including detentions, target setting and behaviour contracts. Repeated offences or serious transgressions can lead to internal or external exclusion from school. The School has a Disciplinary Committee constituted and run according to the regulations of the Ministry of Education, Sport and Youth.

10.3. The Junior and Senior School Anti Bullying Policy

The Junior and Senior School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind prevents this happening. Bullying makes people feel unsafe. We seek to provide a secure, positive environment where pupils are entitled to be treated with respect and understanding and to participate in any activity free from intimidation.

As a school, we take bullying in any form very seriously. Students, parents and carers should understand that reporting bullying is essential, and be assured that the school will investigate thoroughly whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti- Bullying Policy. Staff receive regular training and reminders about the necessity to be vigilant for signs of bullying and the policy is reviewed on an annual basis.

This policy will be discussed with all new entrants to the school, using age-appropriate language. Both parents and students agree to adhere to this policy by signing the Home School Agreement and Code of Conduct in the Senior School.

Policy Aims & Objectives

- To build an anti-bullying ethos within the school community.
- To ensure all staff, students, parents and carers have a clear understanding of what bullying behaviour is.
- To ensure all within the school community know and understand the school policy on bullying and feel confident to implement it when bullying is suspected or reported.
- To challenge bullying behaviour and use both counselling and sanctions to deal with it.
- To increase understanding and support for students who are bullied.

What is Bullying?

Bullying is defined as any action which makes someone feel unhappy, or uncomfortable, because of their gender, race, religion, culture, sexual orientation, ability or disability or any other perceived difference.

It is usually an action repeated over a period of time but can on occasions be a one-off incident. It can be carried out by individuals, or by groups. It can be emotional, physical, racial, sexual, verbal, homophobic, related to Special Educational Needs or disability or a combination of these. It can occur in person or through social media / technology (Cyber bullying). It can take the form of name-calling, threatened violence, actual violence, intimidation, isolation, ridicule, or other actions such as spreading unpleasant stories and gossip, sending inappropriate text messages and/or e-mails or making inappropriate telephone calls, the inappropriate use of the internet/personal websites/ blogging / social media. All bullying is designed to make the victim feel threatened, humiliated and unsafe. Bullying is a very serious matter and in both the short and the longer-term bullying can lead to health problems including possible psychological problems for the victims.

Some bullying is physical:

- Pushing, hitting, kicking
- Taking and damaging belongings

Some bullying is verbal

- Name-calling
- Taunting, mocking, sarcasm

Some bullying is relational

- Excluding people from groups, deliberately ignoring
- Gossiping, spreading rumours

However, not all negative interactions between students can be characterised as bullying and the school works hard to ensure that students understand the differences between bullying and 'falling out' or arguing.

The Junior and Senior School adopts a zero tolerance policy towards any form of bullying including cyber bullying. By cyber bullying we mean: bullying by texts or messages or calls from mobile phones, use of mobile phone cameras to cause distress or fear, hijacking e-mail accounts, posting threatening, abusive, humiliating materials on websites or social media sites, making threatening, abusive, defamatory, humiliating remarks on social networking sites or using artificial intelligence (AI) digital tools or software to create, alter, manipulate or generate content of a person without their consent, where the intent of effect is to embarrass, humiliate, threaten, or harm that person.

The Junior and Senior School is fully committed to minimising the incidents of bullying through the following means:

- a) Commitment of staff and students to reporting incidents.
- b) The school's PSHE programme, including an annual Anti-Bullying week to raise awareness.
- c) Dealing with incidents immediately.
- d) Clearly specified sanctions and consequences.
- e) Informing parents and other appropriate individuals.
- f) Following up on incidents to ensure there is no recurrence.

It is expected that everyone in the school community will adhere to this policy.

Preventing Bullying

At The Junior and Senior School everyone is vigilant for signs of bullying and always take reports of bullying seriously. We use the curriculum to reinforce the ethos of the school and to help students to develop strategies to combat bullying behaviour. Students and parents receive a copy of the anti-bullying policy annually.

Staff receive regular training on how to tackle incidents of bullying and various strategies are used to try and alleviate potential bullying such as individual preventative meetings and information meetings for staff to be vigilant to developing situations or with children who may be vulnerable to bullying at any given time (either temporarily or because they have SEND).

We make sure that students understand that they must report any incidents of bullying to an adult and that, when another student tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

Signs of bullying might be:

- Physical: bruises, scratches, cuts, damaged clothes.
- Health: loss of appetite, stomach-aches, headaches, soiling/bedwetting, nightmares
- Emotional: unwillingness to go to school, withdrawn or secretive behaviour, unhappiness, unusual shows of temper, refusal to speak about problems, high levels of anxiety, jumpy when cyber messages are received
- Change of routine: asking to be taken to school rather than walking/travelling on the bus, asking for more money, belongings that are lost or go missing repeatedly.
- Academic: concentration difficulties, damage to work, missing work, grades decline

Procedures to follow for Reporting Bullying at Senior School.

Heads of Year, in consultation with the Headteachers, will have overall responsibility for monitoring incidents and any resulting disciplinary measures.

Students who are bullied, who witness bullying or who have even participated in bullying should feel confident to report it to any member of the school staff whom they trust enough to tell. We have an email address students can use to report bullying concerns to. Each incident will be dealt with individually; all reported incidents of bullying will be taken seriously and investigated. However, reporting bullying and keeping central records can also help staff to identify and address patterns of repeated bullying.

Any incident from name calling, physical bullying to harassment of a student or member of staff should be reported immediately in accordance with our Behaviour Policy.

Immediate response (as soon as possible, or by the end of the school day).

1. Every incident must be recorded in writing in accordance with our Behaviour Policy. A copy of the report and the action taken should be handed to the Head of Year, Assistant Head/Deputy Head Pastoral and the Headteacher.
2. Students will be interviewed separately at first to clarify everyone's point of view.
3. Older students may be asked to write a report themselves.
4. The form tutor of the student who has been bullied will be informed.
5. The relevant Head of Year will decide on the next stage of action.
6. Parents of all students involved will be informed
7. If the bullying is very severe then the police may also be informed by the school, but usually this is the role of the parents to report to the police.

Follow up response (within a week)

- a. When an incident of bullying takes place, relevant staff and the Head of Year will discuss issues relating to the incident with the students involved, in a way suitable to their age and level of understanding, making use of the solution- focused approach.
- b. Each student will be given an opportunity to talk and the discussion will remain focused on finding a solution to the problem and preventing any recurrence of the bullying.

- c. Students who have been bullied will receive appropriate support, which may include advice from external agencies, where needed.
- d. Students who have bullied will be offered support by staff and if necessary, the School Psychologist. Students who bully will be helped to understand the pain this causes to others and reminded of the possible consequences of bullying. The sanctions for repeated incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviour, and their behaviour may be monitored.
- e. Both parties may be invited to meet in the presence of a staff member to find a solution to move forward.

If bullying persists, one or a combination of the following actions may be taken:

- An official report will be made and filed in the student's personal record.
- Existing disciplinary sanctions will be used in accordance with the school's Behaviour Policy.
- Parents or carers will be contacted to discuss the issues. They will be given feedback on progress in dealing with the incident. Additional external help may be recommended; for example from educational psychologists.
- Exclusion from the school – this is dependent on the severity and/or persistence of the bullying and will be a final resort, in accordance with the Behaviour Policy.
- On rare occasions it may be necessary to move a student into a different form, class or teaching set. This will only be done after informing the parents.

Strategies for Reporting and Recording Bullying at the Senior School

1. All reports of bullying, no matter how trivial, will be investigated and dealt with by class teachers initially. In this way students will gain confidence in "telling". This confidence factor is of vital importance. Class teachers should inform the Head of Year and relevant Deputy or Headteacher that any such matter has been dealt with and will be monitored. Each case will be dealt with on an individual basis but reporting bullying and keeping central records can also help staff to identify and address patterns of repeated bullying.
2. Serious cases of bullying behaviour* by students will be referred immediately to the relevant Deputy or Headteacher.
3. Parents of victims or bullies will be informed by the Headteacher or Deputy Head as soon as possible so that they are given the opportunity to discuss the matter. They are then in a position to help and support their child before a crisis occurs.
4. Teachers should record incidents of bullying and a copy of this should be sent to the relevant Deputy or Headteacher and placed on the student's file
5. This report sheet indicates what action is to be taken and then monitored.

{* Examples of serious cases would be students ganging up on another student, e.g. in outdoor areas, toilets; outward aggression towards another student, repeated bullying behaviour when previously tackled by class teacher/Form Tutor. This list is not exhaustive)

Procedures for Investigating and Dealing with Bullying at the Senior School

Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by students, staff or parents. In any incident of bullying, the teacher will speak separately to the students involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all the students concerned. Students who are not directly involved can also provide useful information in this way.

1. When analysing incidents of bullying behaviour, the teacher will seek answers to questions of what, where, when, who and why, in a calm manner, setting an example in dealing effectively with the conflict in a non-aggressive manner.
2. If a group is involved, each member will be interviewed individually and then the individuals are met as a group. Each member will be asked for their account of what happened to ensure that everyone is clear about what everyone else has said. Other students may also be interviewed to get a clearer picture.
3. Incidents of once off aggression will be dealt with according to school's behaviour policy. If it is concluded that a pupil has been engaged in bullying behaviour it will be made clear to them to see it from the victim's point of view.

Staff are encouraged to use strategies to prevent bullying and to respond to bullying incidents.

These include:

- role-play and other drama techniques to help students understand and appreciate the feelings of others
- assemblies designed to help students share information and to provide an opportunity for presenting important issues such as equal rights, relationships, justice and acceptable behaviour
- anti-bullying week takes place in November each year
- Bespoke PSHE lessons with specific year groups according to our PSHE programme or in response to a particular problem with a class or year group. The following information is shared with students;

If you are bullied:

- ✓ Remember it is not your fault; no-one should be bullied
- ✓ Tell someone: a parent, a friend, a teacher or an older student
- ✓ Never keep it to yourself and think it will go away
- ✓ It will not get worse if you report it

Involvement of parents and carers

The parents or carers of any student involved in an incident of bullying will be informed of the incident and will be asked to support strategies proposed to tackle the problem.

Parents and carers are reminded regularly, through letters and newsletters, that their children must tell someone if they experience bullying.

Involvement of the School Psychologist

The School Psychologist is available for students as well as their parents. She is introduced to the school at the beginning of the academic year. In cases of bullying, she may be recommended to a student or a student may choose to see her. She can offer specialist support, guidance and strategic advice for the students, staff and parents.

Monitoring, Evaluation and Review

Monitoring and evaluation of this policy forms a regular part of our self-review process. All policies are evaluated and reviewed with involvement from staff, students, parents and carers.

Records will be kept of all alleged bullying incidents.

Cyber Bullying Policy

Some bullying uses modern technology such as mobile phones, or the internet. This 'cyber bullying' includes:

- Text-message bullying
- Phone-call bullying
- Picture/video clip bullying (via mobile phone or digital camera devices)
- Email bullying
- Chat-room bullying
- Bullying through instant messaging
- Bullying via websites and social media sites
- Taking photos without permission
- Altering photos or videos without permission
- Online bullying whilst gaming
- Sexting

According to the Ministry of Education Guidelines, cyber-bullying which occurs outside of school is deemed not to be the responsibility of the school. In such instances, parents will be informed and the school will contact the Cyber Ethics Department of the Cyprus Police Force who will carry out further investigations. However, if the cyber bullying impacts on a student's life in school then the School may take measures to protect that student and impose sanctions against the offending student(s).

Anti-Racism Policy

Some bullying takes the form of racist behaviour, marginalisation, exclusion or discrimination of others based on their ethnicity, appearance, community, gender, sexual orientation, gender identity or disability. The school is committed to ensuring an environment of safety, tolerance, respect for diversity, non discrimination and equality, where all students will be able to enjoy the educational opportunities offered to them to the fullest. The school follow the guidelines from the Ministry of Education and Culture's Code of Conduct against Racism to manage Racist Incidents.

11. SEN Provision

The Junior and Senior School is an equal opportunities establishment and welcomes applications from parents of students with Special Educational Needs and Disabilities or students who have English as an Additional Language. The School has an Inclusions Manager at the Senior School who oversees the development of the students with registered Special Educational Needs or Learning Difficulties, liaises with external agencies and provides support, advice and in-house training to School staff.

The Principal has the responsibility for all decisions concerning the acceptance and/or non-acceptance of students with disabilities after consultation with colleagues and parents in order to establish whether a pupil's individual needs can properly be met or not by the school.

Admission to TJSS Senior School depends upon a prospective student exhibiting the potential to cope with mainstream education. This includes an extended curriculum in all parts of the school. The school must also feel reasonably sure that it will be able to educate and develop the prospective student to the best of their potential and in line with the general standards achieved by the student's peers, so that there is every chance that they will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life.

The Senior School's policy is to apply the above criteria to all students and all potential students regardless of any special educational need or disability of which it is aware.

Definition

Students are described as having 'special educational needs' (SEN) or 'special educational needs and disability' (SEND) if they have a learning difficulty and /or disability which needs a special education provision made for them.

A learning difficulty means that:

A child has a significantly greater difficulty in learning than the majority of students in the same age group both at school and 'nationally' or has a disability which is defined as someone who has a mental or physical impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

EAL – Students with English as an Additional Language are defined as follows:

'Students who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the School.'

The Senior School recognises the need to provide a supportive, positive learning environment for students with Special Educational Needs or Disabilities and for students who have English as an Additional Language.

Procedure to Support Students with Special Educational Needs and /or Disability and English as an Additional Language

On application to the school, a request is made for information on the student. Parents should communicate to the school any information they have about the student with regards to Special Educational Needs or disabilities and provide the necessary documentation.

All students, including those with Special Educational Needs and English as an Additional Language, must sit and pass the school's Entrance Exam in order to be offered a place at The Senior School. Special provision and accommodations for the Entrance Exam will be made if the school has proof of prior provision from a previous school or there is an educational psychologist's report.

On acceptance to the school:

The student with SEN(D)/EAL is included on the school's SEN(D)/EAL register.

Staff Training Workshops

Staff Training Workshops provide an opportunity for staff to be briefed regarding the needs associated with particular forms of difficulty/disability. Since many staff come into contact with any particular student during the course of his/her education, it is important that there is a good level of awareness as to the issues which are likely to arise and to be informed of the best teaching and learning practices to be used in the classroom to support the student.

Health and Safety

Students with certain learning difficulties/disabilities will be at greater risk of accident or injury. The school will undertake a specific risk assessment for all students entering The Junior and Senior School and will determine in each case what particular action or procedures may be necessary to avoid or reduce risk.

Curriculum Modification

Depending on the individual circumstances, the full range of school academic and non-academic activities may not safely or reasonably be available to students with learning difficulties/disabilities. An assessment will be made as part of the admissions process and parents will be advised accordingly.

Where reasonable and practicable, other options will be offered. **Individual learning plans cannot be prepared for all cases. There may be requests that cannot be met due to a variety of factors including, amongst others, availability of resources.**

Participation in sports and afternoon activities

Risk assessments will be necessary for each student with disability per sport/activity.

Assessment and Examinations

Where it is appropriate to make adjustments regarding assessment and examinations, The Senior School will take advice from the Examination Boards. The school will adopt the procedures of the Boards for its internal and external examinations.

School Trips

School trips are already subject to scrutiny at the planning stage. Risk assessments will be appropriate for students with learning difficulties/disabilities and parents will be advised accordingly.

Counselling

It is recognised that specialist counselling may from time to time be appropriate for particular students. Needs would be assessed on a case-by-case basis.

University Applications

Sensitive, focused advice is appropriate when matching the needs of students having learning difficulties/disabilities with appropriate Higher Education Institutions.

The Senior School Database

Access to pupil information by the teaching staff is particularly important where students have learning difficulties/disabilities or other challenges which make them vulnerable or can put them at risk in particular situations. The Senior School database enables information to be held which is relevant to the needs of students. The database incorporates information concerning medical/health issues, particular risks or concerns arising from a disability, and learning difficulties.

Specific Disabilities

Students falling into this category can be the most challenging for schools. Each case is assessed individually, and parents are advised as to whether the school can accommodate the needs of their child. The Senior School must know the details concerning students' circumstances and requirements before any final decision is made.

Legislation

Provision for students with SEN(D)/ EAL in the school is in line with Cyprus and UK legislation, because the rights of students with special needs are safeguarded by international declarations and conventions ratified by the Republic of Cyprus.

This document should be read in conjunction with the school's relevant policies.

12. Tuition Fees: The Senior School

FEES AND PAYMENT DATES

The following is a listing of the Junior and Senior School annual fees and timing of termly payments required for the academic year 2026-27 only:

CLASS YEAR	Prepayment		Autumn Term	Spring Term	Summer Term	TOTAL
<i>Payment Due By</i>	<i>10 Feb 2026</i>	<i>31 Mar 2026</i>	<i>12 June 2026</i>	<i>23 Oct 2026</i>	<i>17 Feb 2027</i>	
	€	€	€	€	€	€
Year 7	700		2,900	2,900	2,900	9,400
Year 8		700	2,900	2,900	2,900	9,400
Year 9		700	2,933	2,933	2,934	9,500
Years 10 and 11		700	2,950	2,950	2,950	9,550
Years 12 and 13		700	2,983	2,983	2,984	9,650

The annual tuition fees comprise of the prepayment fee and the termly fees, indicated above.

IB Diploma Program for the 2026-27 academic year

Year 12 students opting to study towards the IB diploma program will be charged the IB surcharge, in addition to the Year 12 tuition fees noted above. The IB surcharge for the academic year 2026-27 is €7,700 for Year 12 students and €7,500 for Year 13 students. The School will apply a discount on this surcharge for Year 11 students continuing into the Year 12 IB Diploma program.

The School reserves the right to amend the discount offered on the IB surcharge in subsequent academic years.

PAYMENT METHODS

The School does not accept any cash payments. Fees can be settled in one of below the payment methods:

1) Bank Payments or on-line bank transfers to the bank accounts noted below:

Bank of Cyprus	Acc. No.: 357025423068	IBAN: CY48 0020 0195 0000 3570 2542 3068
Eurobank (ex-Hellenic Bank)	Acc. No.: 116-01-090487-01	IBAN: CY67 0050 0116 0001 1601 0904 8701
Eurobank	Acc. No.: 200-100-262282	IBAN: CY58 0180 0008 0000 2001 0026 2282

- 2) JCC Smart: Parents can also settle school fees through the JCC Smart portal <https://www.jccsmart.com/businesses/23560014>
- 3) Standing Orders: Parents that choose the method of monthly payment as stated below.

The School reserves the right to alter these payment methods.

Monthly payment arrangements for the academic year 2026-27

By special request, parents can pay the School's term fees in ten monthly instalments (from July until April). A processing fee of €150 will be charged by the School to administer the monthly payment arrangements, which will be payable and due in 10 equal instalments together with the School fees.

It is clarified that the Prepayment Fee should be paid in full before the application mentioned above is made so that the monthly payment arrangements will cover the fees of the three subsequent terms.

Upon approval by the School, a standing order must be set up with the bank and a copy should be provided to the School. The standing order will be the annual School fees and the processing fee (excluding the Prepayment Fee amount) divided into 10 equal instalments payable by the following dates:

31 July 2026	31 December 2026
31 August 2026	31 January 2027
30 September 2026	28 February 2027
31 October 2026	31 March 2027
30 November 2026	30 April 2027

If the 31 July instalment is missed due to the summer break, two instalments will need to be made by **31 August 2026**.

Miscellaneous charges for the academic year 2026-27

The above-mentioned tuition fees are not inclusive of the following expenses:

Miscellaneous expenses and charges (indicative for the academic year 2026-27)	€
Application Fee for all new students (one off payment)	200
Development Fee (one off payment)	800
Voluntary Renovation Fee	600
Sports School fee (entry criteria apply) for all Athletes (including post-workout training session meals and 3 ergonomic tests per annum)	1,550
Laplet Y7, Y8, Y9 and Y10 (one off payment)	600
Extended warranty for laplet	75
Textbooks / E-Books (Y7 to Y13, per annum)	150 – 300
Photocopies – Booklets (Y7 to Y13, per annum)	30 – 135
Uniform one set girls	240
Uniform one set boys	220
Rental of graduation gowns	50
Graduation tickets (per ticket)	50 – 65
Graduation book (Y13)	85
Inland Compulsory Y7 trip	150
Inland trips (Y7 to Y13, approximate, per year)	180
Inland Geography trip Y10 and Y12	280

Inland Biology trip Y13	350
Compulsory Drama trip abroad Y12 and Y13	1,400
Art resources	30 – 105
GCSE / IGCSE external examination fee approximately each subject	145 – 300
AS/ A2/ IB external examination fee approximately each subject	170 – 450
English induction classes for new students (if required)	300
EAL/SEN specialty/ GMAT enhanced provision (offered by invitation only)	200 – 1,200
Shuttle Bus (final price dependent on external provider)	750 – 900

Please note: some of the above costs are set by providers outside the School, such as external examination fees, laptops, trips, rentals, uniforms and books. These figures represent our best estimate given prices provided to us at the time of writing and may be subject to change beyond the School's control.

DEPARTING STUDENTS

A full term's notice of intention to remove the student from the School must be given to the Management of the School by the Parents in writing. Any omission in abiding with the above obligation will result in the Parents being liable for the payment of the entire next term's fees, irrespective of whether the next term fees will concern the current or the next academic year.

PROJECTED ANNUAL TUITION FOR STUDENTS THROUGH COMPLETION

The Senior School (Years 7 to 13) – Maximum tuition fee table

CLASS	YEARS	MAXIMUM TUITION FEES
YEAR 7	2026-2027	€9,400
YEAR 8	2027-2028	€10,000
YEAR 9	2028-2029	€10,500
YEAR 10	2029-2030	€11,200
YEAR 11	2030-2031	€11,700
YEAR 12	2031-2032	€13,000
YEAR 13	2032-2033	€13,000

The Senior School IB Diploma Program (Years 12 to 13) – IB surcharge invoiced in addition to tuition fees (maximum IB surcharge table)

CLASS	YEARS	MAXIMUM IB SURCHARGE
YEAR 12	2026-2027	€7,700
YEAR 13	2027-2028	€8,500

The School reserves the right to unilaterally make any alterations to discounts, tuition, fees, conditions and/or schedules as presented above.

13. Careers Counselling

Careers Education & Guidance

The Senior School is a member of Unifrog, a careers search engine which has many useful resources and university preparation guidance tools for English taught university courses all over the world. Students have access to this platform with their school email account and use the resources from Year 9 onwards.

The Unifrog platform offers students information about Undergraduate and Summer Scholarship opportunities in the USA, UK, Canada and Europe, the tools to compare universities and degree options, personality Profile and Interests Profile quizzes and guidance videos, including topics such as the Personal Statement, University Interviews, Oxbridge Applications and CV writing.

In the Senior School, in addition to the support given by Unifrog, students are guided to choose their IGCSEs as well as make their A Level choices through a series of presentations, careers workshops and one to one interviews enabling them to make informed choices for their future. In addition the students in Year 11 may choose to register for and pay to sit the Morrisby assessment to provide them with individually tailored advice on future study and careers options.

There is a careers evening in December, when different professionals as well as university representatives are available to guide students and parents directly. There is also a presentation by the Head of Year, Sixth Form Coordinator and the Head of Careers to both students and parents about the available options and the process of choosing IGCSE and A Level choices.

Throughout the year students are invited to attend a variety of educational fairs from different universities and countries webinars on a wide range of skills including, Employability skills, 21st-century skills, Business Skills, subject-related topics as well as careers specific topics.

During the university application process in Years 12 and 13, the Head of Careers as well as the Sixth Form Coordinator, are available to assist students with their applications throughout the process. Once students are invited for interviews by universities, mock interviews are scheduled on site to help prepare students for their interviews.

Students as well as parents are given individual attention, guidance, and support throughout their time at The Senior School.

14. Parents and Carers

Communication with parents/carers

We believe that open, constructive communication between school and parents is the best way to support your child and ensure that he or she makes progress. The School is very successful in providing detailed and regular feedback to parents about the progress and emotional situation of each child.

Communication between parents and schools can be a challenge, but please be reassured that everyone wants what's best for the child; at times it can be difficult for a teacher to get a piece of information across because of the emotional involvement of the parent: this is an art rather than a science!

Please consider carefully the information that the teacher is communicating, as you can be confident it is being given in order to support your child and his or her progress.

Teachers are encouraged to make contact with parents either through the student planner, by making phone calls home or by email. At times parents will also be invited to meet a Form Tutor, subject teacher, Head of Department or Head of Year as appropriate.

Formal contact between staff and parents takes place several times a year.

Year 7 parents and all other new students are invited to attend an Information Evening in September to learn of routines and expectations and how best they can support their students in their first year at secondary school. This is followed soon after by a meeting with Form Tutors to discuss how well their students are settling into the School.

The Heads of Key Stage 3 also deliver Parent Information Evenings early in the Autumn Term to outline key dates and events affecting students in Years 8 and 9 in the coming year. For Year 9 students the Options evening offers parents and students the opportunity to speak with teachers about the range of I/GCSE courses available helping them make informed choices.

Parents of students in Years 10 and 11 are offered information sessions several times during the year. The first two, delivered by the Heads of Year outline key points in the progress towards I/GCSEs and provide guidance to aid revision and study skills. Towards the end of the Autumn term parents and students are invited to the Y11 Options Evening which offers guidance about A level choices and the IBDP. Parents and students have the opportunity to speak with teachers about the range of A level and IBDP courses available helping them make informed choices.

Parent-Teacher consultations occur on scheduled dates in the Year via the online platform SchoolCloud. Parents and students can meet with teachers for a discussion of current progress and an opportunity to set individual learning targets.

Reports are sent home at the end of each term: twice in the form of Profile updates which give an overview of attainment and progress and once as a more detailed written report.

Absences

Parents/carers have a duty to make sure their students attend regularly and punctually. School staff are committed to working with parents/carers to ensure as high a level of attendance as possible.

Students should be at school on time every day unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is a breach of the Code of Conduct and the Home School Agreement. Permission for absence in advance must be sought from the Headteacher in writing. Parents should avoid extending holidays into term time or arranging visits to the doctor, dentist etc. during school hours.

Every half-day absence from school is classified as either AUTHORISED or UNAUTHORISED by the school.

Authorised absences are mornings or afternoons away from school for an unavoidable reason such as illness.

Absences will also be authorised for the following reasons:

- Days set aside for religious observance by the religious body to which the student belongs, bereavement and funerals of close family members, in exceptional cases severe illness of close family members.
- For Key Stage 4 and 5 students only, attendance at certain protests if the parental permission form has been received by the School on the first day of the new academic year, external examinations and visits to universities.

Permission may be granted in exceptional circumstances for the following reasons if requested in writing at least 5 school days in advance:

- Professional performance opportunities,
- Participation in external sporting events at regional, national or international level.

In the case of any absence students are expected to be responsible for catching up with any work that is missed at the Senior School.

If a student is left at the Senior School before 8.00am parents should be aware there is no supervision before this time. Once dropped off at the school grounds students are not allowed to leave before the official end of the school day without a written request from parents/carers. If they do have permission to leave, students must sign out at the school reception and must sign in again if they return.

Students whose absences (authorised and unauthorised) fall to 90% will be sent a letter of concern home from the Head of Year. Students whose absences (authorised and

unauthorised) fall to 80% will be required to meet, together with their parents, the Head of Year and Principal/Headteacher. At the Senior School, for those students who miss more than 52 unauthorised lessons or 151 authorised lessons, parents/carers are reminded that the Ministry of Education, Sport and Youth stipulates that this may lead to the student being required to repeat a year.

Lateness and absences will also be recorded on the student's school report.

Absence due to illness

If students feel ill in school, they should visit the School Nurse who will contact home if necessary. Students are not allowed to contact parents to pick them up.

Parents/carers should give notification of illness on the first day of absence by telephoning or emailing the school. The student must bring written confirmation on return to school. If an absence remains unexplained the School will contact home requesting details. The School will also contact parents/carers if students are persistently absent or late.

Access to the school site

To protect our students' safety, we ask that parents not come onto the school site without prior arrangement; that students be dropped off and/or collected from the appropriate points and meetings.

Parents and Guardians Association

The Senior School PGA has been active and successful with the simple goal of growing into a strong and supportive team, promoting parent involvement in the school community and making the school an even greater place for our students. In 2022 the Parents and Guardians Association was inaugurated; the PGA functions in accordance within the framework specified by the relevant legislation and with the necessary adjustments as per the ISI guidelines to fulfil their important role in our school. The PGA holds Annual General Meetings at the beginning of each academic year.

Homework

Homework covers a range of tasks and activities which students are asked to do outside lesson time, either on their own or with their parents or carers. Homework makes the greatest contribution to learning when students, teachers and parents/carers share common goals and expectations are clear.

Parents/carers can help by ensuring that students have an appropriate place at home to do their homework, as free of distractions as possible and to assist them in keeping routines without, of course, doing the work for them. Parents should contact their son or daughter's Form Tutor by email or through the school planner with any questions or concerns.

The purpose of homework is to support students in their aim to achieve the highest possible standards, by providing them with time to learn outside the normal school day. Homework should also prepare students for future learning and lessons by establishing healthy working

habits and through the consolidation, reinforcement and application of skills. Through the setting of homework teachers are provided with the opportunity for further assessment.

Homework is set every night, but its expectations in terms of content and time develop through the school years. Homework expectations are roughly as follows:

YEAR GROUP	DAILY AMOUNT OF HOMEWORK	HOURS PER SUBJECT PER WEEK
KS3 (Years 7, 8, 9)	1 hour 30 minutes	Maths and Main Language: 1 hour 30 minutes English and Science: 1 hour Geography, History and IT: 30 minutes
KS4 (Years 10, 11)	3 hours	All IGCSE subjects: 2 hours. In addition, students will be required to revise and make revision notes.

Note: The above times are to offer a guideline, as the time spent on homework varies by year group.

Key Stage 5 Homework Policy

No formal homework timetable is set at Key Stage 5. Each subject aims to set at least 3 – 4 hours of homework per week. Students are given sufficient time to balance the demands of each of their subjects. There are high expectations of 'A' Level students with regard to lesson preparation, research and homework, independent work and coursework deadlines.



15. School Uniform

THE SENIOR SCHOOL UNIFORM

A high standard of personal appearance is expected at all times. **Those arriving at School in non-uniform items may be asked to go home to change.** P.E. kit is also required (a note from home is needed if a student doesn't have the correct kit).

Please ensure that all uniform is marked with full name – not just initials.

Boys' Uniform

- Charcoal Grey trousers /shorts with SS logo
- White Polo shirt with SS logo or formal shirt with SS logo
- Sleeveless Charcoal Grey pullover with SS logo
- Black fleece jacket with SS logo
- Black sweatshirt hoddie with SS logo
- Plain grey, black or white socks
- Plain black shoes, trainers or black boots. If trainers are worn, they must be all black (and laced up). No white soles or other coloured markings allowed.

Girls' Uniform

- Charcoal Grey skirt – knee length with SS logo
- Plaid pleated skirt
- Charcoal Grey trousers /shorts with SS logo
- White Polo shirt with SS logo
- Sleeveless Charcoal Grey pullover with SS logo
- Black fleece jacket with SS logo
- Black sweatshirt hoddie with SS logo
- Plain grey, black or white socks; dark grey or black tights (no leggings or legwarmers)
- Plain black shoes, trainers or black boots. If trainers are worn, they must be all black (and laced up). No white soles or other coloured markings allowed.
- Black boots may be worn with trousers only, and no heel.

In **winter** (the period from after October half term until after the Spring half term) students may also choose to wear the following:

- Long sleeved white polo shirt with SS logo
- Charcoal grey V-neck pullover with SS logo
- Black fleece jacket with SS logo
- Black sweatshirt with SS logo
- Back tracksuit bottoms with SS logo
- School scarf or one that is plain dark grey or black
- A Senior School coat

P.E. Uniform:

The School's P.E. uniform is a Senior School House polo shirt and black shorts made from a cooler wearing polyester blend. The girls also have a choice of wearing a PE skort (a skirt with integral shorts) or black leggings with SS logo. No black cycling shorts are allowed. For swimming, girls should wear a black one piece swimsuit and boys black swim shorts. Both need to wear a school swim hat with SS logo; all can be purchased from Classmates, the school uniform supplier.

If a tracksuit is worn, it should be the approved SS tracksuit. Plain black leggings with the school logo may also be worn but no other leggings or sweatshirts are allowed and no other logos are allowed. **PE gear is only worn for PE lessons. School uniform must be worn at all other times.**

All Jewellery should be removed for PE

Students who have Leadership roles can purchase a school blazer.

A Senior School Blazer, white shirt and tie is not compulsory but may be required for both boys and girls to be worn on special occasions e.g. Parade, Open Evening (students will be notified when necessary).

Uniform Supplier

The School uniform supplier is "Drousko" and their shop 'Classmates' can be found at 14 Photi Pitta Street, 1065 Nicosia, tel: 2276 1080, e-mail: drousko@drousko.com

Please note that school uniform can also be ordered online at: www.classmates.com.cy

Jewellery, make-up and hair

Students are allowed to wear the following:

- A wrist watch
- One small, discreet piece of jewellery (necklace or bracelet).
- Piercings should be discreet and covered or removed for PE.
- Make-up and nail colour must be subtle (Years 7 – 11).
- Boys' and girls' hair should be worn away from the face.
- Unnatural hair colours and braiding are not allowed.

- Extreme hair styles such as a 'Mohican style' are not permitted.
- Visible tattoos are not allowed.
- Y13 students may wear their **approved graduation T-shirts and hoodies** with School trousers, skirt or black trousers. This is a privilege and any such graduation T-shirts and hoodies must be approved by the Headteacher and Sixth Form Co-Ordinator
- No other trip/event T-shirt or hoodie are allowed to be worn unless students have permission from the Headteacher
- All jewellery should be removed for PE.

16. Donations to Charities and Environmental Concerns

The students have an active interest in current global issues and contribute to the lives of others through charity work which is often initiated by students. ISI Report 2019

TJSS Senior School's purpose statement states that we want our students to become 'healthy members of the global community; contributing to learn and contributing to a better world for all'. We believe that active service and charity build a sense of care and we take a very active role in ensuring that our students are involved. There are a range of ways in which we give our students the opportunity to partake in making other people's lives better. This is usually student-led and one such example is as follows: the students apply to make their own products and sell them for charities of their choice, we hold a sale organised by the students themselves every month, selecting a range of charities, the students are responsible for making the products to sell (non-food items only), they design the advertising campaign and run the finances. Charities which have benefited in the past include Nicosia Dog Shelter, Ronald McDonald's House for students, Vagoni Agapi, Hope for Students, Cans for Kids, Let's Make Cyprus Green, the Sophia Foundation. The charities may be presented with cheques during assemblies when they also have an opportunity to speak to the school about the work of their charity.

In addition, the School Council often works closely with The Cyprus Red Cross. They launch collection campaigns, for example an Easter food collection which they then deliver, sort and pack for needy families in Cyprus. We have achieved 'Eco-Schools' status through our affiliation to the global programme whereby each year we choose a different theme to promote, through campaigns organised by the School Council. The school has introduced PMD bins around the school and focused on reducing waste. The School Councils continue to suggest ways in which all members of the school can work together to increase awareness of energy issues and to improve energy efficiency within the school.

We have also invited UNICEF to hold a sale of their own products in the school and at Christmas time we have organised for our choir to take part in their Christmas Fayre.

17. Bus Services

There is a bus service whereby parents may enter into contracted agreement directly with the bus provide for a *door-to-door service* to and from the school.

Additionally, a shuttle service is available for morning and afternoon to transport students from the city centre to the Senior School from five different pick-up points around Nicosia (K Cineplex, Jumbo, Satiriko Theatre at Aglantzia, Apostolos Andreas church in Aglantzia and the Junior School).

18. Remote Learning

Who is eligible to access hybrid/remote learning?

We are deservedly proud of our ability to offer continuity of education online, but we offer this option only in certain cases where a child is unable to attend school for an extended period and for other reasons beyond their control (such as a broken leg, for example). Each situation will be discussed/considered beforehand and approved by a member of the SLT. We do not open hybrid education to all children at home ill because if a child is unwell, they should focus on getting better and we will follow up accordingly.

How are lessons taught remotely?

The teachers will be informed of any students who will be attending their lessons remotely. They will then send those students a link through TEAMS to join the lesson. Any presentations that are being given in the class on TEAMS will be shared with the students online. The actual teaching will be audible to the student, but it may not be possible to view the teacher. Wherever possible, students online will also be given the opportunity to be involved in the lesson, in terms of answering questions and posing questions through chats or a hand up emoji. However, as a guiding principle, the main focus of the class teacher will be with the students physically in the classroom.

Students follow their normal timetable of subject lessons during Hybrid Learning. Almost all lessons have live input through TEAMS for part, if not all, of the lesson.

Key Stage 3: All classroom-based lessons will be offered remotely except in cases where the class is having a test or remote teaching is otherwise not possible. Lessons such as Art, Music, Drama and PE may not be offered due to the nature of the lessons.

Key Stage 4: All GCSE and (I)GCSE subjects will be offered remotely except in cases where the class is having a test or remote teaching is otherwise not possible.

Key Stage 5: All A level subjects will be offered remotely except in cases where the class is having a test or remote teaching is otherwise not possible.

HOW WILL WORK BE ASSESSED AND PROGRESS MONITORED?

Due to the proportion of live contact within online lessons, it is often possible for staff to give verbal feedback as the student is working online, similar to the way this happens in the classroom.

At the end of the lesson or task, if appropriate, the student will submit his or her work through TEAMS (using Office lens to photograph and scan work) uploading it for the teacher to see. Feedback will be given by the teacher, sometimes as a recorded verbal comment and at other times through written feedback.

Students with permission to attend from home are expected to attend their online lessons throughout the day. The student is welcome to put their camera on, but should make sure to be located in a communal area of the house and not in her or his bedroom. The student should be wearing appropriate clothing and should not be eating. If their surroundings are noisy, they should have the microphone on mute and unmute only to speak to the teacher or answer a question. Similarly, the student can enable the noise suppression feature in the device settings and set it to high.

Parents are encouraged to be aware of the learning happening and ensure the student is joining in lessons when required.

PASTORAL SUPPORT

Pastoral care during a period of hybrid learning is important. Ensuring students have daily online lessons and are involved in live sessions means that issues can be identified quickly and support can be provided. If a student wants to speak to a teacher individually about any concerns, he or she should send a message in TEAMS or an email.