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Implemented – November 2025
Effective from 1st of January 2026

Curriculum Policy

**This policy applies to the whole
school including Early Years**

British Way International School

Kandy

01. AIMS AND OBJECTIVES

In alignment with the school's vision, values, and strategic intent, British Way International School, Kandy (BWIS), is committed to delivering a comprehensive, rigorous and intellectually enriching curriculum that challenges every learner, promotes independent thought, stimulates curiosity, and equips pupils with the skills and resilience required for lifelong learning.

The curriculum framework is designed to ensure that all pupils experience high-quality, age-appropriate, and developmentally suitable learning across the following key domains:

Linguistical Development

To cultivate exceptional communication skills and secure mastery of language through systematic development in listening, speaking, reading, and writing. Linguistic competence is embedded across all curriculum areas and supported by dedicated instruction in written and spoken English.

Mathematical Development

To foster the ability to calculate proficiently, interpret numerical relationships, identify patterns in number and space, apply logical reasoning and articulate mathematical thinking with clarity. This is promoted through structured activities focused on problem-solving, reasoning, and mathematical fluency.

Scientific Development

To deepen pupils' understanding of the natural world, materials, and physical processes, and to nurture scientific thinking through enquiry, investigation, prediction, and evidence-based conclusions.

Technological Development

To enable pupils to employ a range of digital and practical technologies effectively. Learners are guided to design, create, refine and evaluate high-quality products using appropriate tools, equipment, materials, and components.

Human and Social Development

To expand pupils' understanding of human societies, cultural diversity, global interdependence, and the influence of human actions on environments, events, and social conditions.

Physical Development

To advance physical coordination, control, strategic awareness and imaginative movement, while enabling pupils to evaluate and enhance their own performance. Pupils learn essential principles of healthy living, fitness, and physical well-being.

Aesthetic and Creative Development

To encourage artistic expression, creativity, innovation and appreciation through engagement in visual arts, music, dance, design and other creative opportunities.

The curriculum ensures that all pupils are appropriately challenged, able to make consistent progress, and thoroughly prepared for their next stages of education and life beyond BWIS.

Furthermore, the curriculum actively promotes **Fundamental Sri Lankan Values**, including democratic participation, the rule of law, individual liberty, and respect and tolerance for diverse beliefs and cultural backgrounds.

02.CURRICULUM PROVISION

Primary – Cambridge Primary (Grades 1–6)

At primary level, BWIS provides a robust curriculum grounded in the Cambridge Primary Framework, complemented by the school's international ethos. Pupils develop essential competencies in English, Mathematics, Personal, Social, Health and Environmental Education, and other key disciplines.

The curriculum incorporates adaptations to reflect the international and multicultural context of the school, while maintaining fidelity to Cambridge learning objectives. Core components include

- English
- Mathematics
- Science
- Global Perspectives
- Information and Communication Technology

The teaching of language and religion is designed to foster explicit understanding of local languages, beliefs and cultural practices, thereby enhancing pupils' spiritual, moral, social and cultural development.

In addition, BWIS offers structured programmes in:

- Visual and Performing Arts
- Music and Dance
- Physical Education
- Modern Foreign Languages (French and Japanese)

The **Early Years Foundation Stage (EYFS)** follows the Cambridge Early Years Curriculum and provides a nurturing environment where children acquire foundational skills across developmental domains, ensuring the best possible start to their educational journey.

Secondary – Cambridge Lower Secondary (Grades 7–9)

BWIS offers a balanced and comprehensive curriculum through the Cambridge Lower Secondary Framework while also integrating elements of the Sri Lankan National Curriculum where appropriate.

Subjects Offered

- English
- Mathematics
- Science
- Global Perspectives
- ICT
- Social Studies and Religion
- Second Language
- Physical Education and Creative Arts

Key Features

- Internationally benchmarked standards
- Inquiry-driven pedagogy
- Continuous formative and summative assessment
- Use of Cambridge-approved instructional resources

National Curriculum Pathway (Grades 6–11)

As an alternative academic route, BWIS offers the Sri Lankan National Curriculum from Grades 6 to 11.

Core Subjects Include

- National Language / First Language
- Mathematics
- Science / Integrated Science
- Social Studies / History / Religion
- ICT / Technology
- Optional subjects as prescribed by the Ministry of Education

Key Features

- Alignment with national educational regulations
- Sequential and progressive content structure
- Preparation for national examinations
- Emphasis on Sri Lankan culture, identity and linguistic heritage

2.1 Curriculum Pathway Selection (From Grade 6 Onwards)

From Grade 6, pupils and parents may select one of two academic pathways

Option 1 Cambridge Curriculum (Grades 6–9)

Option 2 National Curriculum (Grades 6–11)

Guidelines for Selection

- Parents are provided with structured orientation sessions to understand pathway differences.
- Academic coordinators offer personalised guidance based on pupils' academic performance, interests and future aspirations.
- The selected pathway must be confirmed prior to the commencement of each academic year.
- Transfers between pathways may occur but require assessment, review and formal approval.

BWIS ensures that every learner develops both breadth and depth of knowledge through a carefully sequenced and iterative approach to teaching and assessment.

2.2 Assessments

The school employs systematic and cumulative assessment processes to monitor academic progress over time. Assessments are conducted to evaluate pupils' curricular, co-curricular and extra-curricular development in a comprehensive manner. BWIS provides parents with an annual detailed report outlining each pupil's academic attainment, personal development and overall progress. (See Annex for report format.)

Early Years

Assessment focuses on key developmental indicators across cognitive, emotional, social, linguistic, and physical domains. Reports provide comprehensive insight into

- Social and emotional well-being
- Language and communication abilities
- Cognitive and mathematical progression
- Physical development and coordination
- Creativity and artistic expression

Primary

Assessment is guided by Cambridge standards and includes academic performance, holistic development and engagement in co-curricular activities.

Secondary

Reports provide an analytical and comprehensive review of each pupil's academic achievement, subject-specific progress, participation in co-curricular programmes, and indicators of personal development. Pupils' academic progress will be evaluated alongside assessments of their physical fitness and well-being.

In addition to termly assessments, weekly assessments are conducted to measure pupils' mastery of the knowledge, skills and competencies explicitly taught within the curriculum. These assessments are aligned with examination criteria and support continuous monitoring of progress.

2.3 Differentiation

BWIS ensures that teaching staff are fully aware of the diverse needs of all pupils, including those who demonstrate higher levels of ability. Differentiation both within and beyond the classroom is integral to ensuring inclusivity and challenge. Teachers employ varied pedagogical strategies, resources, and assessment approaches to ensure that every pupil is able to learn effectively and make measurable progress.

2.4 Enrichment and Extension

The curriculum is enhanced through an extensive programme of enrichment opportunities, comprising academic, cultural, artistic, and sporting activities. Educational visits and residential experiences are regarded as integral components of the curriculum.

BWIS endeavours to ensure that every year group participates in at least one educational visit annually. These experiences broaden pupils' horizons and enable them to engage meaningfully with the cultural and environmental richness of the region. Residential trips promote independence, resilience and social development.

2.5 Homework

Homework constitutes a valuable aspect of the learning process. It

- develops independent study habits
- reinforces classroom learning
- cultivates self-discipline, responsibility and time-management skills
- fosters parental engagement in pupils' academic development

2.6 Physical Education and Sport

All pupils are required to participate in the school's Physical Education programme. A parental request for exemption is insufficient; only a valid medical certificate will be accepted. Parents will be informed if attendance obligations are not being met.

3. CONCERNS AND COMPLAINTS

Parents who wish to raise concerns relating to the curriculum should initially address these with the class teacher. Further procedures are detailed within the **BWIS Complaints Policy**

4. APPROVAL AND ADOPTION

This Curriculum Policy has been reviewed and approved by the Central Management Committee of British Way International School, Kandy. It comes into immediate effect and supersedes any previous versions.