

**Standard 2: Curriculum**

	<b>Tier 4</b>	<b>Tier 3</b>	<b>Tier 2</b>	<b>Tier 1</b>
<i>2.1 Having a clear vision</i>	A well-designed curriculum with a vision to promote the intellectual, social, moral, emotional, spiritual and physical development of our learners.	A well-designed curriculum with a vision to promote the intellectual, social, moral, emotional and physical development of our learners.	A well-designed curriculum with a vision to promote the intellectual, social, emotional and physical development of our learners.	A curriculum with a narrow vision to only promote intellectual and physical development of our learners.
<i>2.2 A Defined Formal Curriculum</i>	The school has a pre-defined curriculum which identifies learning areas alongside the Knowledge, Skills and Attributes/Dispositions it wants to see developed in each of its students.	Most learning areas follow a pre-defined curriculum which largely outlines the Knowledge, Skills and Attributes/Dispositions it wants to see developed in each of its students.	Some/few learning areas follow a pre-defined curriculum. Knowledge, Skills and Attributes/Dispositions are it wants to see developed in each of its students.	Learning areas barely have a pre-defined learning pathway, with minimal clarity on the Knowledge, Skills and Attributes/Dispositions being aimed for the students.
<i>2.3 Curricular Choices and Breadth</i>	The school offers a balanced range of curricular options to its students including the study of Natural Sciences, Social Sciences, Humanities and Technology.	The school offers students at least 3 different vertical strands as curricular options to its students including the study of Natural Sciences, Social Sciences, Humanities and Technology.	The school offers students only 2 different vertical strands as curricular options to its students including the study of Natural Sciences, Social Sciences, Humanities and Technology.	The school only offers little to no options to its students, where most/all of them have to study the only stream being offered.
<i>2.4 Emerging Trends and Concepts (AH)</i>	The school curriculum includes <b>major</b> emerging trends and concepts that	The school curriculum includes <b>some</b> emerging trends and concepts that	The school curriculum has been modified in <b>minor</b> ways to	The school curriculum does not include emerging trends and

	<p>are useful in contemporary/real-life situations for making learning more relevant, meaningful and stimulating.</p> <p>The school curriculum has been reviewed and updated at least once in the last 2 years.</p>	<p>are useful in contemporary/real life situations for making learning more relevant, meaningful and stimulating.</p> <p>The school curriculum was not fully reviewed and updated in the last 2 years.</p>	<p>accommodate emerging trends and concepts that are useful in contemporary/real life situations for making learning more relevant, meaningful and stimulating.</p> <p>The school curriculum has not been fully reviewed or updated in the last 3 years.</p>	<p>concepts and/or has concepts which are rather outdated and hence not offer a stimulating program.</p>
<i>2.5 Policies to Supplement the Curriculum</i>	<p>The school has developed a set of policies which clearly state the practices essential for implementing the curriculum. These can include, but are not limited to, a Curriculum Document, Assessment Policy, Teaching-Learning Framework, Pedagogical practices and Extra-Curriculars.</p>	<p>The school has developed some policies which explicitly state the practices essential for implementing the curriculum. These at least include, a Curriculum Document, an Assessment Policy, Teaching-Learning Framework.</p>	<p>The school has developed some policies which adequately state the practices essential for implementing the curriculum. These at least include, an Assessment Policy, Teaching-Learning Framework and Curricular Framework. However, they require qualitative improvements.</p>	<p>The school has not developed a proper set of policies which explicitly state the practices essential for implementing the curriculum and even if it has they do not determine much.</p>
<i>2.6 Textbooks and Supplementary Learning Material</i>	<p>The school uses up-to-date textbooks and houses a variety of high-quality resources to facilitate the teaching-learning process.</p>	<p>The school uses up-to-date textbooks and houses a variety of resources to facilitate the teaching-learning process. The</p>	<p>The school uses relatively updated textbooks and houses a variety of resources to facilitate the teaching-learning</p>	<p>The textbooks and learning resources are out-of-date and an inadequate support for the teaching-learning</p>