

Guidance on using the Cayman Islands' National Curriculum documents (2008)

Where and when the National Curriculum applies

The National Curriculum applies to students of compulsory school age in all government schools, including special schools.

It is organised on the basis of three key stages.

Key Stage 1 – Years 1-3

Key Stage 2 – Years 4-6

Key Stage 3 – Years 7-9

For the following subjects:

- English
- Mathematics
- Science
- Arts (visual arts, music and drama)
- Social studies (incorporating social organization, geography and history)
- Modern foreign languages
- Design and technology (incorporated within science at Key Stage 1 and 2)
- Information and communication technology
- Religious education
- Physical education and health
- Personal, social and moral learning

The structure of the National Curriculum documents

Each subject document is organised in the following way:

- **Acknowledgements:** This section includes names of educators involved in the subject groups and the Steering Committee.
- **Aims and overview:** Indicate the importance of the subject and how it contributes to the development of the Educated Caymanian.
- **How teachers should use the programme of study and attainment targets** – this section describes the strands that make up the subject and give some background into how it should be taught.
- **The programme of study:** this includes the descriptions of the opportunities that students should be given. Examples are included to illustrate the programme of study – they are not mandatory and **are given in italics**.
- **Suggested activities** – these are included in italics as they are not mandatory.
- **Attainment targets for each strand** – the most appropriate levels for a key stage are generally included.

Programmes of study

The programmes of study set out what learning opportunities students should be provided with in each subject at each key stage, and provide the basis for planning schemes of work. It is for schools to choose how they organise their school curriculum to include the programmes of study. In this way schools will determine the learning opportunities that will be taught in each year and organise them into a coherent annual plan. Schools will then produce schemes of work that conform to the plan for the year. This should help to avoid unnecessary repetition and should aim to progressively develop knowledge skills and understanding for each subject.

Exemplar schemes of work are being written in a few subjects to show how the programmes of study and the attainment targets can be translated into practical, manageable teaching plans.

Attainment targets and level descriptions

For each subject, attainment targets consist of eight level descriptions of increasing difficulty (see diagram below). Each level description states the knowledge, skills and understanding that students working at that level should characteristically demonstrate. They are specific criteria and describe an outcome that is judged independently of the students' age or maturity.

Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3