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NESİBE AYDIN EDUCATIONAL INSTITUTIONS

CURRICULUM POLICY

Purpose:

ITEM 1: (1) Through this policy, Nesibe Aydın Educational Institutions aim to provide an excellent education for all its students, facilitating their success through a broad curriculum within a positive, supportive environment.

Content:

ITEM 2: (1) This policy includes the curriculum framework for the High School section of Nesibe Aydın Educational Institutions, covering Grades 9, 10, 11, and 12. It applies to the national high school curriculum and to the international programme pathway implemented in the high school, including curriculum planning, review, assessment, articulation, and monitoring processes.

Reference

ITEM 3:

(1) This policy takes the following laws, regulations, and programme documents as reference for the high school section:

- a) The Basic Law of National Education no 1739
- b) Ministry of National Education Secondary Education Regulation
- c) Ministry of National Education Private Educational Institutions Regulation
- d) Turkish Ministry of National Education High School Curriculum
- e) IB Diploma Programme: *Principles into Practice*
- f) Current IB Diploma Programme subject guides and core requirements
- g) IB Diploma Programme Assessment Procedures
- h) Nesibe Aydın Educational Institutions academic policies, including Assessment, Language, Inclusion, Academic Integrity, and Admissions policies

Definitions

ITEM 4: (1) Below are the definitions of the references used in this policy.

- a) **Institution:** Nesibe Aydın Educational Institutions,

- b) **School:** Kindergartens, primary schools, middle schools, and high schools operating under the institution,
- c) **School principals:** Principals working at kindergartens, primary schools, middle schools, and high schools,
- d) **Portal:** Digital platform where the student, parent, staff, and school information of Nesibe Aydın Educational Institutions are stored,
- e) **Parent:** Parents, guardians, and carers of students.

ITEM 5: Curriculum

At Nesibe Aydın we are committed to creating and sustaining an environment where our students are:

- Successful learners
- Hardworking and curious
- Respectful and empathetic
- Co-operative and collaborative
- Ethical and trustworthy
- Appreciate and enjoy taking part in arts and sports activities.
- Knowledgeable and competent in their use of technology
- Aware of environmental issues
- Resourceful and responsible global citizens

ITEM 6: Nesibe Aydın learners are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Reflective
- Balanced
- Risk-takers

ITEM 7: Curricula at Nesibe Aydın

Nesibe Aydın curricula content is designed to meet the requirements of the Turkish Ministry of National Education Kindergarten and Primary School Curriculum, The International Baccalaureate Primary Years Programme (PYP), Turkish Ministry of National Education Middle School Curriculum, Turkish Ministry of National Education High School Curriculum.

The facilities on campus serve students as the areas where theories learned in the classrooms are turned into practice. These facilities include science labs, a swimming pool, basketball courts, a football pitch, music and art rooms, gym, IT labs.

a) Kindergarten and Primary School Curriculum

Gaziantep Nesibe Aydın Kindergarten (4-5 years old) and Primary School is an IB PYP School. In our school, the curricula of the Ministry of National Education and the curricula related to the subject areas covered within the framework of the PYP are integrated and implemented. The entire content of the Ministry of National Education curricula is implemented within the framework of PYP.

The Primary School curriculum includes the core subjects Turkish, Math, Life Science (1st, 2nd, and 3rd grades), Social Science (4th grade) and Science (4th grade), English, German, Music, Art, ICT and Physical Education. We also have chess, drama, and dancing lessons during the club hours. The school follows a class-teacher system from grades 1 to 4 where all core subjects are covered.

Students have 40 teaching hours a week and each teaching hour/lesson is 40 minutes long. Students spend 24 teaching and learning hours with their class teachers. The remaining hours are divided among the single-subject teachers. Students work around a project during the year, and exhibit and present their work at the end of the school year. German, Spanish or French are elected as a second foreign language starting from the 2nd grade. The second foreign language is 2 hours a week. At Gaziantep Campus, German is taught as a second foreign language based on the structure and context of the school.

No formal assessment is given until the beginning of the fifth grade. However, alternative assessment tools like portfolios are used. In pre-school and primary school grades 1, 2, 3 and 4, the academic and social development of students is continuously monitored by the subject teachers. Students' development levels are monitored by means of observation forms for participation in individual and group activities carried out under the guidance of the teacher, game-based assessments, and measurement tools for fulfilling the assigned tasks.

PYP assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Students who need academic support attend remedial courses at the beginning of the school year and on weekends after school starts. Students are supported until they reach their group level of knowledge and skills.

b) Middle School Curriculum

All students follow the National Curriculum which includes Mathematics, Social Science, Science and Technology, Turkish, Art, Music, PE, Ethics and Religion. Students continue taking English as a first foreign language, and German, Spanish or French as a second foreign language. At Gaziantep Campus, German is

taught as a second foreign language based on the structure and context of the school. At 8th grade, students are focused on High School Entrance Exam (LGS).

There is one club hour a week for each grade. Students are introduced to different clubs at the beginning of the school year, and they join the clubs of their choice.

As in Primary Schools, students work on a project throughout the year, exhibit and present their projects in April at the Student Project Presentation Congress.

Students are supplied with learning materials such as monthly homework, subject, and topic-related booklets. Monthly homework is checked by a group of teachers concurrently and students are followed and supported by the school counsellor until the homework is done.

Students are given monthly trial exams. Remedial courses are given accordingly. All exams results are shared on the portal for parents to see.

c) High School Curriculum

In the high school, curriculum planning will be designed to ensure coherence, progression, and alignment with both national requirements and the school's international programme goals. The high school curriculum will be reviewed through an annual curriculum review cycle that will support continuous improvement in teaching, learning, and assessment.

The review cycle includes pre-implementation review, mid-cycle reflection, articulation meetings, and end-of-year evaluation. Curriculum review is informed by curriculum maps, unit plans, assessment timelines, student work analysis, teacher reflections, and collaborative meeting records.

In high school, teachers use curriculum maps and unit plans to ensure that knowledge, concepts, skills, and assessment expectations are clearly sequenced and progressively developed across grade levels. Vertical planning supports alignment between earlier and later stages of learning, while horizontal planning supports coherence across subjects within the same grade level.

In the international programme pathway, planning also considers the development of ATL skills, learner profile attributes, academic language, differentiation, and interdisciplinary learning. Where relevant, links to the DP core, including TOK, CAS, and EE, are reflected in planning and collaborative discussion.

At the end of each unit, teachers complete a unit reflection process to evaluate student engagement, learning outcomes, challenges, differentiation strategies, and assessment practices. These reflections are used to revise future planning and are archived in the school's shared digital documentation system together with unit plans and meeting minutes.

Assessment planning in high school is coordinated through subject-specific timelines and shared monitoring processes in order to maintain balance, avoid student overload, and ensure consistency in expectations across subjects. Student progress is reviewed holistically through structured meetings involving subject teachers, coordinators, and relevant support staff.

The high school provides a broad and supportive learning environment enriched by laboratories, arts, sports, technology, and co-curricular opportunities. These facilities and experiences are used to strengthen the connection between classroom learning and authentic application.

The detailed Curriculum Review Cycle Plan and the Curriculum Review Checklist/Rubric are provided in the appendices to support the consistent implementation, monitoring, and annual review of the high school curriculum.

The high school international programme pathway is structured to ensure a smooth academic transition between programmes. In Grades 9 and 10, students follow the Cambridge IGCSE programme, which develops foundational academic skills including inquiry, research, analysis, and communication. These skills support students' readiness for the conceptual and inquiry-based learning approach of the IB Diploma Programme in Grades 11 and 12.

As an IB Diploma Programme candidate school, the high school is currently developing and refining these planning and review processes to support the full implementation of the DP.

ITEM 8: Role and Responsibilities

Teachers

- a) All high school teachers use learning objectives and curriculum requirements from the relevant syllabus, subject guide, or programme documentation.
- b) All high school teachers are expected to demonstrate strong subject knowledge and curriculum understanding.
- c) All high school teachers contribute to curriculum maps, unit plans, and post-unit reflections as part of the school's curriculum review cycle.
- d) All high school teachers participate in vertical and horizontal planning meetings and use agreed planning templates and documentation systems.
- e) All high school teachers review student work, assessment evidence, and learning needs in order to adjust teaching, differentiation, and language support strategies.
- f) All high school teachers contribute to the implementation of common expectations related to assessment, ATL skills, learner profile development, and interdisciplinary coherence where **applicable**.

Heads of Departments

- a) Heads of Department are responsible for monitoring the implementation and review of the curriculum within their subject areas.
- b) Heads of Department oversee curriculum maps, unit plans, assessment timelines, and subject-based reflection processes.
- c) Heads of Department lead or support collaborative planning meetings and ensure that agreed actions are followed up.
- d) Heads of Department support consistency in delivery, assessment, moderation, and articulation across grade levels.
- e) Heads of Department contribute to communication with parents regarding curriculum expectations and student progress where needed.

Academic Coordinators / DP Coordinator

- a) Coordinators liaise with Heads of Department and relevant support staff to ensure coherence across the high school curriculum.
- b) Coordinators oversee the curriculum review cycle and monitor the completion of required documentation and follow-up actions.
- c) Coordinators support teachers in aligning planning, teaching, and assessment with programme expectations.
- d) Coordinators are responsible for tracking student progress across subject areas and supporting holistic review processes.
- e) Coordinators arrange moderation, standardisation, and collaborative review practices across subjects.
- f) Coordinators ensure that curriculum documentation and evidence of review are archived in the shared digital system.

ITEM 9: Curriculum Enrichment

- a) Trips, guest speakers and a range of other providers are used extensively to support and enrich the learning experiences of students in all phases of the school. They are seen as invaluable in the student's development.
- b) Children with Special Education Needs are supported in several ways. In selected teachers' schedules, time is allocated to support a specifically statemented child or to support small groups of children within a classroom.
- c) A special programme is implemented for students who are identified as gifted and talented. The programme is run after school hours as an extracurricular activity. Students are sent to state-run programme if they cannot attend this school programme. The school provides transportation for these children.

ITEM 10: Reporting and Monitoring

- a) Parents are informed about student progress through parent meetings, formal reports, and other school communication channels.
- b) Communication with parents in the high school is maintained through the school portal, email, phone, meetings, and other official communication systems.
- c) Curriculum implementation and development are monitored through curriculum maps, unit plans, assessment timelines, collaborative meeting minutes, teacher reflection records, student work analysis, and review reports.
- d) Heads of Department, coordinators, and school leaders monitor the effectiveness of the curriculum through regular review meetings and evidence-based follow-up.
- e) Review findings are used to refine future planning, strengthen articulation, improve student support, and maintain alignment with school and programme expectations.

ITEM 11: Operative Effect:

This policy becomes effective upon approval by the Nesibe Aydın Educational Institutions Board and on the date of its publication on the portal. For the high school section, the policy is reviewed annually by the High

School Principal, the DP Coordinator and other relevant coordinators, and Heads of Department, in line with the school's Curriculum Review Cycle Plan and supporting monitoring tools provided in the appendices.

ITEM 12: Implementation:

This policy is implemented in the high school by the High School Principal, relevant coordinators, and Heads of Department working in coordination with the teaching staff of Nesibe Aydın Educational Institutions.

Appendix 1: Curriculum Review Cycle Plan

Purpose

The purpose of this curriculum review cycle is to ensure that the written curriculum remains fully aligned with IB philosophy, current IB publications, subject guides, school priorities, and students' learning needs. The cycle supports ongoing reflection, consistency across subjects, vertical and horizontal articulation, and continuous improvement in teaching, learning, and assessment.

Scope

This review cycle applies to all DP subjects and the DP Core (TOK, CAS and EE). It includes unit plans, curriculum maps, assessment plans, learning experiences, differentiation practices, academic language support, ATL skills, learner profile integration, and interdisciplinary connections.

Guiding Principles

Curriculum review will be:

- regular and systematic
- collaborative and evidence-informed
- based on student learning and assessment data
- responsive to IB updates and school reflection
- focused on coherence, progression, and inclusion

Annual Review Cycle

1. August–September: Pre-Implementation Review

Focus

- Review subject guides, current IB publications, and school policies
- Check alignment of unit plans with course aims, objectives, concepts, ATL skills, learner profile, and assessment criteria
- Review curriculum maps for sequencing, pacing, concurrency of learning, and DP Core links
- Confirm common expectations for planning templates, assessment practices, and documentation

Participants

DP Coordinator, TOK Coordinator, CAS Coordinator, EE Coordinator, subject teachers, counsellor, librarian

Outputs

- Updated subject curriculum maps
- Revised unit plans for the first semester
- Confirmed assessment timeline
- Agreed common planning expectations

- Meeting minutes and review notes

2. October–November: Early Implementation Review

Focus

- Reflect on the implementation of the first units
- Review whether units are appropriately building on prior learning
- Check how ATL skills, learner profile attributes, academic language support, and differentiation are being made explicit
- Discuss student engagement, workload balance, and early learning challenges
- Identify any immediate curriculum adjustments needed

Participants

DP teachers, DP Coordinator, counsellor, language support staff where relevant

Outputs

- Unit reflection forms
- Notes on differentiation and language support strategies
- Adjusted learning activities or assessment tasks
- Meeting minutes from vertical and horizontal collaboration sessions

3. January: Mid-Year Curriculum Review

Focus

- Analyse assessment data and samples of student work
- Review the effectiveness of teaching strategies, rubrics, feedback routines, and assessment balance
- Evaluate progression of concepts, skills, and understanding across the first semester
- Review links to TOK, CAS, EE, international-mindedness, and interdisciplinary learning
- Identify areas requiring re-teaching, stronger scaffolding, or curriculum refinement

Participants

DP Coordinator, subject teachers, TOK/CAS/EE coordinators, counsellor, relevant support staff

Outputs

- Mid-year curriculum review report
- Assessment analysis summaries
- Revised unit plans for Semester 2
- Action points for instructional adjustment

- Archived evidence in the shared digital folder

4. March–April: Articulation and Coherence Review

Focus

- Review vertical alignment between IGCSE and DP
- Review horizontal alignment across DP subjects
- Check common language used in planning, including concepts, ATL, learner profile, and academic language
- Identify opportunities for interdisciplinary learning and shared assessment practices
- Ensure ongoing alignment with IB standards and school policies

Participants

IGCSE and DP teachers, DP Coordinator, IGCSE Coordinator, TOK Coordinator, counsellor

Outputs

- Updated articulation notes
- Revised curriculum map sections
- Interdisciplinary planning records
- Meeting minutes evidencing curriculum coherence discussions

5. May–June: End-of-Year Evaluation and Revision

Focus

- Evaluate the overall effectiveness of the written curriculum
- Review what worked well and what should be revised for the following academic year
- Analyse student achievement, unit reflections, teacher reflections, and assessment patterns
- Review the extent to which curriculum implementation supported learner profile development, inclusion, language development, student action, and IB Core integration
- Set curriculum priorities for the next cycle

Participants

DP Coordinator, all DP teachers, Core coordinators, counsellor, leadership team

Outputs

- Annual curriculum review report
- Summary of strengths, challenges, and next steps
- Revised curriculum maps and unit plans for the next year

- Archived evidence set for internal monitoring and IB purposes

Evidence to Be Collected Throughout the Cycle

The following documents will be collected and archived as evidence of implementation and review:

- curriculum maps
- subject-specific unit plans
- unit plan reflection forms
- assessment timelines
- samples of revised rubrics and assessment tools
- student work analysis documents
- meeting agendas and minutes
- vertical and horizontal collaboration records
- notes on language support and differentiation
- mid-year and annual curriculum review reports

Roles and Responsibilities

DP Coordinator

Leads the overall review cycle, sets meeting calendar, monitors completion of documentation, ensures alignment with IB expectations, and oversees archiving of evidence.

Subject Teachers

Review and revise unit plans, analyse student learning, complete reflections, contribute to meetings, and implement agreed curriculum adjustments.

TOK, CAS and EE Coordinators

Ensure that DP Core elements are meaningfully reflected in curriculum planning and review.

Counsellor / Support Staff

Contribute to discussions on student learning needs, inclusion, differentiation, language development, and student well-being.

Leadership Team

Supports implementation, allocates time for collaborative review, and monitors progress as part of school improvement.

Review Questions

The following questions will guide each review stage:

- Does the curriculum remain aligned with current IB requirements and subject guides?
- Are concepts, knowledge, skills, and attitudes developed progressively over time?

- Do unit plans clearly reflect ATL skills, learner profile attributes, and assessment expectations?
- Is planning informed by student work, assessment data, and teacher reflection?
- Are language development and differentiation visible across subjects?
- Are vertical and horizontal connections sufficiently clear?
- Are TOK, CAS, and EE meaningfully connected where appropriate?
- What needs to be revised before the next implementation cycle?

Final Statement

This curriculum review cycle is intended to function as a continuous school-wide process rather than a one-time compliance task. It supports the regular refinement of the written curriculum through collaborative planning, reflection on student learning, and evidence-based revision in line with IB expectations.

Appendix 2: Curriculum Review Checklist and Rubric

**IB DP Curriculum Review Cycle
Checklist and Rubric**

School		Academic Year	
Review Period		Reviewed by	

Use this document during curriculum review meetings to record implementation evidence, identify gaps, and agree next steps. Tick each item where evidence is available or the practice is in place.

A. Planning and Review Structure

Check	Review prompt
<input type="checkbox"/>	A clear annual curriculum review cycle is in place.
<input type="checkbox"/>	Review dates are included in the official school calendar.
<input type="checkbox"/>	Roles and responsibilities are clearly assigned.
<input type="checkbox"/>	Collaborative review meetings are scheduled regularly.
<input type="checkbox"/>	Review outcomes are documented and followed up.

B. Alignment with IB Requirements

Check	Review prompt
<input type="checkbox"/>	Subject planning reflects current IB subject guides and programme requirements.
<input type="checkbox"/>	The curriculum is aligned with the school mission and IB philosophy.

<input type="checkbox"/>	Unit plans reflect aims, objectives, concepts, and assessment requirements.
<input type="checkbox"/>	ATL skills are explicitly identified and embedded.
<input type="checkbox"/>	Learner Profile attributes are intentionally addressed.

C. Quality of Unit Planning

Check	Review prompt
<input type="checkbox"/>	Unit plans are reviewed before implementation.
<input type="checkbox"/>	Unit plans are revised after implementation based on reflection.
<input type="checkbox"/>	Learning experiences are concept-driven and inquiry-based where appropriate.
<input type="checkbox"/>	Unit plans show coherence between learning goals, teaching activities, and assessment.
<input type="checkbox"/>	Teachers use a common planning format across the programme.

D. Teaching, Learning, and Differentiation

Check	Review prompt
<input type="checkbox"/>	Curriculum review includes discussion of student learning needs.
<input type="checkbox"/>	Differentiation strategies are visible in unit and lesson planning.
<input type="checkbox"/>	Language support is considered across subjects.

<input type="checkbox"/>	Teachers review whether students have multiple entry points into learning.
<input type="checkbox"/>	Student engagement and learning challenges are discussed during review meetings.

E. Assessment and Student Progress

Check	Review prompt
<input type="checkbox"/>	Assessment timelines are coordinated across subjects.
<input type="checkbox"/>	Major deadlines are reviewed to avoid student overload.
<input type="checkbox"/>	Common rubrics or success criteria are used where appropriate.
<input type="checkbox"/>	Student work samples are analysed during review meetings.
<input type="checkbox"/>	Assessment data is used to refine future teaching and planning.

F. Vertical and Horizontal Articulation

Check	Review prompt
<input type="checkbox"/>	Curriculum review includes vertical alignment between prior learning and DP expectations.
<input type="checkbox"/>	Teachers discuss how units build on previous knowledge and skills.
<input type="checkbox"/>	Horizontal planning supports coherence across subjects in the same grade.
<input type="checkbox"/>	Common academic language and expectations are used across subjects.
<input type="checkbox"/>	Curriculum maps show progression over time.

G. Core and Interdisciplinary Connections

Check	Review prompt
<input type="checkbox"/>	TOK links are discussed and reflected where relevant.
<input type="checkbox"/>	CAS and service-learning opportunities are considered in planning.
<input type="checkbox"/>	EE-related research and academic skills are reinforced where appropriate.
<input type="checkbox"/>	Interdisciplinary links are identified and documented.
<input type="checkbox"/>	Real-world contexts and multiple perspectives are considered.

H. Reflection and Improvement

Check	Review prompt
<input type="checkbox"/>	Teachers complete unit reflection forms after each unit.
<input type="checkbox"/>	Reflection focuses on student learning, challenges, and next steps.
<input type="checkbox"/>	Agreed actions from meetings are implemented and reviewed later.
<input type="checkbox"/>	Curriculum adjustments are recorded clearly.
<input type="checkbox"/>	The programme shows evidence of ongoing improvement over time.

I. Documentation and Evidence

Check	Review prompt
<input type="checkbox"/>	Meeting agendas and minutes are archived.
<input type="checkbox"/>	Curriculum maps are updated and shared.
<input type="checkbox"/>	Unit plans and reflections are stored in a shared folder.
<input type="checkbox"/>	Assessment trackers and review documents are accessible to relevant staff.
<input type="checkbox"/>	Evidence of curriculum review is available for internal and external review.

Simple Rating Scale

Rating	Descriptor
4 - Fully in place	Practice is clear, consistent, documented, and regularly reviewed.
3 - Mostly in place	Practice is generally effective, with minor gaps or inconsistency.
2 - Partially in place	Some elements are present, but implementation is limited or irregular.
1 - Not yet in place	Practice is not yet established or not evidenced.

Short Curriculum Review Rubric

Score each criterion from 1 to 4, based on the extent to which the practice is visible, documented, and consistently implemented across the programme.

Criterion	4	3	2	1
Review structure	Review cycle is fully planned, calendared, and consistently implemented.	Review cycle is planned and mostly implemented.	Review happens, but irregularly or without clear structure.	No clear review cycle is in place.
Alignment with IB expectations	Curriculum review consistently uses IB requirements, subject guides, and programme philosophy.	Most review processes are aligned with IB expectations.	Some alignment is visible, but not systematic.	Alignment with IB expectations is unclear or absent.
Collaborative planning	Review is highly collaborative across subjects and leadership roles.	Collaboration is regular but not yet fully consistent.	Collaboration happens occasionally.	Review is mostly done in isolation.
Use of evidence	Student work, assessment data, reflections, and meeting records are regularly used to improve curriculum.	Evidence is used in most review processes.	Limited evidence is used.	Review is not evidence-based.
Differentiation and language support	Review consistently includes inclusion, differentiation, and academic language support.	These areas are considered in most reviews.	These areas are addressed only occasionally.	These areas are largely missing from review.

Articulation and coherence	Strong vertical and horizontal alignment is documented and visible in planning.	Alignment is generally clear with some gaps.	Some connections are discussed, but not systematically mapped.	Articulation is not clearly addressed.
Reflection and follow-up	Review leads to clear action points, revisions, and follow-up monitoring.	Review usually leads to action, though follow-up may be uneven.	Reflection occurs, but follow-up is limited.	Reflection does not lead to meaningful revision.
Documentation	All review documents are well organized, shared, and accessible.	Most documents are available and organized.	Documentation is incomplete or inconsistent.	Documentation is minimal or missing.