

Your Child's Learning Journey 2026/27

A parent's guide to what we teach, how we teach it, how we know children are learning — and what we do if they need extra support.

Cambridge International School

British Council Registered • BU001 Yangon

EYFS → IGCSE

SECTION 1

Who We Are

TOWIS was founded in 2023 by Chairman Mr. Deepak Neopane with a clear ambition: to give children in Yangon access to a genuinely world-class education — one that is rigorous, caring, and deeply rooted in both international and Myanmar values.

OUR VISION

A World-Class Education, Rooted in Myanmar

Every child at TOWIS will leave as a confident, curious, and compassionate learner — ready for the world's best universities and equipped to contribute to Myanmar and beyond.

OUR MISSION

Excellence, Character, and Global Belonging

We combine the rigour of the Cambridge International curriculum with the warmth of Myanmar culture and the breadth of the English National Curriculum tradition to develop the whole child.

OUR COMMITMENT

Cambridge International — Fully Accredited

TOWIS is a Cambridge International School, delivering Cambridge programmes from EYFS through IGCSE. All Cambridge approval standards are met. Our students receive credentials recognised by universities worldwide.

The ACE Learning Framework

Everything we do at TOWIS is shaped by three equally important dimensions of learning. We call this our ACE Framework. Academic achievement matters deeply — but so does who your child is becoming.

Academic Excellence A

Achieving the highest possible standards in Cambridge International subjects.
Knowing the knowledge.
Mastering the skills. Earning the qualifications that open doors.

Character C

Developing honesty, resilience, kindness, and responsibility. Being a good person. Making ethical choices. Contributing positively to school, family, and community.

Engagement E

Showing curiosity, effort, and enthusiasm every day. Being present. Participating actively. Taking ownership of learning rather than waiting to be taught.

"We do not just teach subjects — we develop people."

The Cambridge Learner Profile

Cambridge International describes the learner it aims to develop across all its programmes. At TOWIS these qualities are woven into daily teaching and recognition.



Confident



Responsible



Reflective



Innovative

Four Questions Every Parent Should Ask

This document is built around four fundamental questions that explain everything about how TOWIS operates academically. These questions sit at the heart of every good school.

QUESTION 01

What do students learn?

Our curriculum combines three complementary frameworks, ensuring students are prepared internationally and locally.

Cambridge International — the global standard from EYFS to IGCSE

Myanmar National Curriculum — Burmese language, social studies, national identity

English National Curriculum traditions — literacy, oracy, and breadth of learning

QUESTION 02

How do we know students are learning?

Assessment at TOWIS is constant, structured, and meaningful. We track progress through three layers.

Daily formative assessment — teachers check understanding every lesson

Quarterly formal assessment — at the end of each of the 4 learning blocks

Standardised assessments — QUEST tests in Reading, Spelling, Maths and Science, benchmarked nationally

QUESTION 03

What if students don't make progress?

No child is left behind. Every assessment week is followed by a dedicated intervention and challenge week.

Below expected level — targeted re-teaching in small groups

At expected level — consolidation and next-step learning

Above expected level — open-ended challenge and extension tasks

QUESTION 04

How do students learn — and how do teachers teach?

Our pedagogy is built on six evidence-based principles that we call the TOWIS Teaching Framework.

Explicit instruction → I Do, We Do, You Do

Differentiation → all, most, and some success criteria in every lesson

Feedback → a four-colour highlighting system guides all written feedback

Questioning → Socratic dialogue deepens understanding

Restorative practice → behaviour managed with dignity and care

High expectations → we believe every child can achieve

SECTION 4

The Curriculum — What We Teach

Our curriculum is built on three complementary pillars. Cambridge provides rigour and global recognition; Myanmar curriculum ensures national identity and language; the English curriculum tradition enriches literacy and breadth.

PILLAR 1

Cambridge International Curriculum

- EYFS — play-based, observation-led foundation
- Primary Stages 1–6 (Years 1–6) — Maths, English, Science, Global Perspectives, Computing, Art, PE
- Lower Secondary Stages 7–9 (Years 7–9) — all core subjects with Cambridge codes
- IGCSE (Years 10–11) — internationally recognised qualifications
- Maths (0580), English (0500/0510), Sciences (0654), Computer Science (0478), Business (0450), Economics (0455)

PILLAR 2

Myanmar National Curriculum

- Burmese Language — reading, writing, and literature across all year groups
- Social Studies — Myanmar history, culture, geography, and civic values
- National holidays and cultural observances embedded in school life
- Delivered by qualified Myanmar-national teachers
- Supports MoE requirements and prepares students for national examinations

PILLAR 3

Chinese Mandarin

- Standalone Mandarin programme across all year groups
- Spoken and written Chinese — tones, characters, conversation
- Culturally significant for Myanmar's diverse community
- Develops genuine trilingualism: English, Burmese, Mandarin
- IGCSE Chinese as a Second Language available for advanced students

All TOWIS students are English as an Additional Language (EAL) learners. Our goal is first-language-equivalent academic English by the time students reach IGCSE. This is embedded in every lesson across every subject.

SECTION 5

The Academic Year — How Time is Organised

The school year runs from early August to early June — roughly 10 months, 36 teaching weeks. It is structured as two terms of five months each, and each term is divided into two quarters. This gives four learning blocks of nine weeks each throughout the year.

Academic Year 2026/27

10 months · 4 quarters · 36 learning weeks

Q1

Q1

Q1

Q2

Q2

Q3

Q3

Q3

Q4

Q4

Quarter 1 — Term 1a

10 Aug → 09 Oct 2026

Weeks 1–9 · 9
learning weeks

▮ Reports: Fri 09 Oct
Grades & Next Steps

Quarter 2 — Term 1b

12 Oct → 18 Dec 2026

Weeks 10–19 · 9
learning weeks

▮ Reports: Fri 18 Dec
Grades only

Quarter 3 — Term 2a

11 Jan → 26 Mar 2027

Weeks 20–30 · 9
learning weeks

▮ Reports: Fri 26 Mar
Grades & Next Steps

Quarter 4 — Term 2b

29 Mar → 04 Jun 2027

Weeks 31–40 · 9
learning weeks

▮ Reports: Fri 04 Jun
Grades only

Important note on holidays: Myanmar's public holidays (including Thingyan, Tazaungdaing, Union Day, and Buddhist Sabbath days) fall within and between the quarters. The academic structure — and your child's curriculum — follows the exam and report dates, not the holiday calendar. All children receive the same 36 learning weeks regardless of when specific public holidays fall.

Inside Each 9-Week Block

Every quarter follows the same rhythm — giving children and teachers a consistent, predictable structure.

WEEKS 1–7 (7 WEEKS)

Teaching

New Cambridge content delivered daily. Lessons are 40 minutes for Primary and matched to Cambridge objectives. Each lesson has three levels of success criteria so every child is challenged at the right level.

WEEK 8

Assessment

Formal tasks.
Grades
recorded.
Reports
prepared.

WEEK 9

Intervene

&

Challenge

Extra support
or extension
depending
on
performance.

Report Dates 2026/27

Q 1

09 October 2026

Grades & Next Steps

Q 2

18 December 2026

Grades

Q 3

26 March 2027

Grades & Next Steps

Q 4

04 June 2027

Grades

Curriculum Overview by Year Group

The table below shows, for each year group, the broad units studied in each quarter. Detailed learning objectives for each subject are available from your child's teacher or through the school's Cambridge frameworks folder.

This is the overview level — what parents see. Detailed Cambridge objective codes, lesson plans, and assessment criteria are held in the teacher planning system and available on request.

△ Myanmar Curriculum and Chinese Mandarin units to be added once curriculum documents are confirmed. Contact the school office for current details.

YEAR GROUP	Q1 · AUG–OCT TERM 1A	Q2 · OCT–DEC TERM 1B	Q3 · JAN–MAR TERM 2A	Q4 · MAR–JUN TERM 2B
EARLY YEARS FOUNDATION STAGE (EYFS)				
EYFS	LITERACY & MATHS Communication, language & listening; Counting 1–10, shape & pattern	Speaking & early literacy; Number: comparing & ordering	Phonics & early reading; Number bonds to 5; Measure	Simple writing; bonds to 10; Understanding the World
CAMBRIDGE PRIMARY — YEARS 1 TO 6				
Year 1 Stage 1	English: Stories with familiar settings Maths: Number system & counting Science: Scientific enquiry; Plants	English: Instructions & non-fiction Maths: Addition & subtraction Science: Animals & humans	English: Poetry Maths: Geometry & measure Science: Materials	English: Assessment consolidation Maths: Data & problem solving Science: Forces: movement
Year 2 Stage 2	English: Traditional tales Maths: Numbers to 100; Fractions Science: Plants	English: Dictionaries & explanations Maths: Addition & subtraction Science: Animals	English: Poetry Maths: Multiplication & geometry Science: Everyday materials	English: Consolidation Maths: Measurement Science: Uses of science
Year 3 Stage 3	English: Myths & legends Maths: Numbers to 1000 Science: Teeth & eating	English: Letters Maths: Four operations Science: Chemistry — rocks & soils	English: Poetry Maths: Geometry & angles Science: Forces & magnets	English: Consolidation Maths: Measurement data Science: Enquiry consolidation
Year 4 Stage 4	English: Historical fiction Maths: Numbers to 10,000;	English: Newspaper reports Maths: Calculation	English: Poetry Maths: Geometry & area Science: Electricity	English: Consolidation Maths: Measurement Science: Sound

Year Group	Q1 · Aug–Oct Term 1A	Q2 · Oct–Dec Term 1B	Q3 · Jan–Mar Term 2A	Q4 · Mar–Jun Term 2B
	Fractions Science: Food & digestion	strategies Science: States of matter		
Year 5 Stage 5	English: Stories by significant writers Maths: Place value; Fractions, decimals & % Science: Life cycles	English: Recounts Maths: Mental & written calculation Science: Reproduction; Chemistry changes	English: Narrative poetry Maths: Geometry; Angles; Measure Science: Forces & space	English: Consonant Maths: Data; Probability Reasoning Science: Enquiry consolidation
Year 6 Stage 6	English: Stories from different cultures Maths: Numbers to 1 million; FDP Science: Micro-organisms	English: Persuasive writing Maths: Full calculation Science: Adaptation	English: Performance poetry Maths: Geometry; Circles; Angles Science: Reversible changes	English: Cambridge Primary Checkpoint Maths: Stats, problem solving Science: Light & sound
Cambridge Lower Secondary — Years 7 to 9				
Year 7 Stage 7	English (0861): Writing skills workshop Maths (0862): Number & calculation Science (0893): Cells & biology	English: Non-fiction types Maths: Algebra & measures Science: Elements & chemistry	English: Horror & suspense Maths: Data & geometry Science: Physics — forces	English: Stage consolidation Maths: Assessment consolidation Science: Science consolidation
Year 8 Stage 8	English: Reading fiction skills Maths: Number & calculation Science: Nutrition & biology	English: School magazine project Maths: Algebra & geometry Science: Compounds & chemistry	English: Myths & legends Maths: Data & measures Science: Electricity & physics	English: Stage consolidation Maths: Assessment consolidation Science: Science consolidation
Year 9 Stage 9	English: Advanced writing skills Maths: Number & calculation Science: Genetics & biology	English: Travel & non-fiction Maths: Algebra & geometry Science: Chemical reactions	English: Poetry & pre-20th C literature Maths: Data & geometry Science: Waves & space	English: Lower Checkpoint preparation Maths: Checkpoint preparation Science: Checkpoint preparation
Cambridge IGCSE — Years 10 & 11				
Year 10	English (0500): Reading & directed writing Maths (0580): Number & algebra Sciences (0654): Biology units	English: Summary writing Maths: Geometry & measure Sciences: Chemistry units	English: Coursework — argument & persuasion Maths: Statistics & probability Sciences: Physics units	English: Paper 1 Maths: Full paper Sciences: Practical
Year 11	English: Revision — reading techniques Maths: Revision — number	English: Revision — writing skills Maths: Revision —	English: Mock paper — full conditions Maths: Mock paper — full	English: IGCSE (Jun 2027) Maths: IGCSE E

YEAR GROUP	Q1 · AUG–OCT TERM 1A	Q2 · OCT–DEC TERM 1B	Q3 · JAN–MAR TERM 2A	Q4 · MAR–JUN TERM 2B
	& algebra Sciences: Full topic revision	geometry & stats Sciences: Practical revision	conditions Sciences: Mock paper — full conditions	(Jun 2027) Sciences: IGCSE Examination (J

SECTION 7

How We Know Students Are Learning

At TOWIS, assessment is not something that happens to children at the end of a term. It is built into every lesson, every week, and every quarter — giving teachers, students, and parents an accurate, up-to-date picture of progress.

Daily Formative Assessment

Every lesson includes a plenary — a short check to find out who understood and who needs more support. Teachers use:

- Mini-whiteboards and exit tasks
- Targeted questioning during lessons
- A four-colour feedback system in written work (green = mastered; sky blue = challenge; orange = try again; pink = careless error)
- Correction codes to help students understand exactly what to fix

Quarterly Formal Assessment

At the end of weeks 8 of each quarter, every student completes formal assessment tasks based on Cambridge objectives. Results are:

- Recorded against five attainment bands (see below)
- Used to group students for the following intervention/challenge week
- Shared with parents in the quarterly report
- Tracked across the year to show progress over time

QUEST Standardised Assessments

Twice a year, Primary students sit externally standardised QUEST assessments which provide benchmarked data independent of teacher judgment:

- QUEST Reading
- QUEST Spelling
- QUEST Arithmetic
- QUEST Mathematical Reasoning

Cambridge Checkpoint & IGCSE

At key transition points, students take externally marked Cambridge assessments:

- **Cambridge Primary Checkpoint** — end of Year 6, externally marked by Cambridge
- **Cambridge Lower Secondary Checkpoint** — end of Year 9
- **Cambridge IGCSE** — Years 10–11, internationally recognised qualifications accepted by universities

- QUEST GPV (Grammar, Punctuation & Vocabulary)

Results are shared with parents in the Q1 and Q3 reports alongside teacher-assessed grades.

worldwide

IGCSE results are reported on a scale of A*–G and open doors to A-Level, IB Diploma, and university access programmes globally.

Our Five Attainment Bands

Every child is placed in one of five bands based on their performance against Cambridge expected standards for their year group. These bands are used on reports and tracked by teachers throughout the year.

● **Space Blue** — Outstanding (well above expected)

● **Sky Blue** — Above expected

● **Green** — At expected level ← our target for all students

● **Amber** — Below expected → support provided

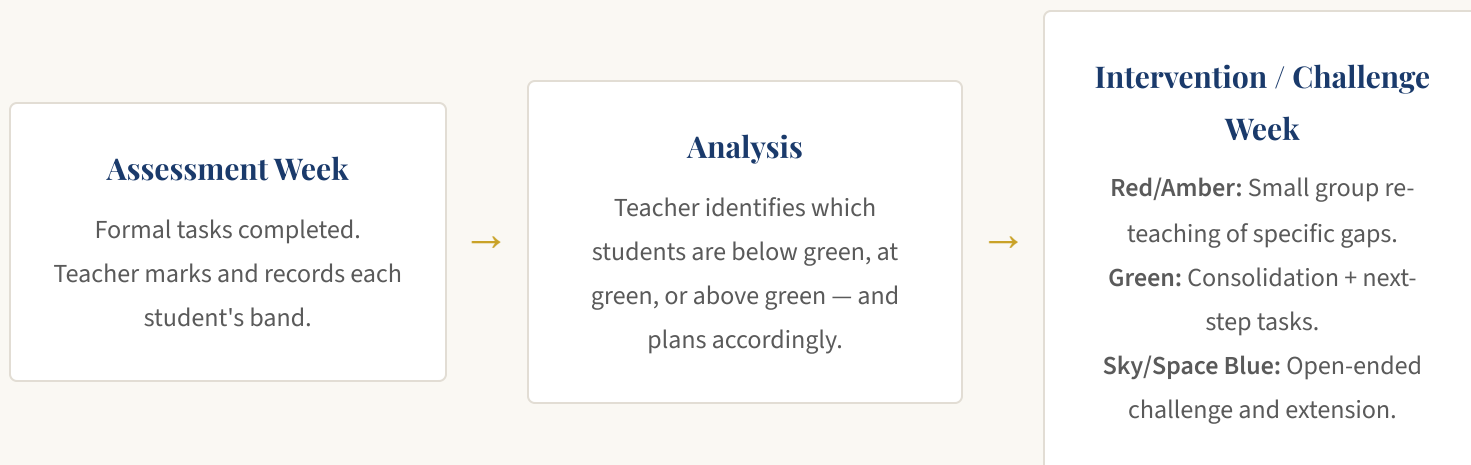
● **Red** — Well below expected → immediate intervention

"Below green, time to intervene."

SECTION 8

What Happens if Students Need Extra Support

Every quarter ends with a dedicated week for intervention and challenge. No child is left to struggle silently — and no child who is exceeding expectations is left waiting for the class to catch up.



If Your Child is Below Green

If Your Child is Above Green

You will be informed at the quarterly report stage. The teacher will have already provided targeted support during the intervention week. If a child is persistently below green, the class teacher will contact you to discuss a support plan. We believe every child can reach the expected standard with the right support.

We will stretch and challenge your child with open-ended investigations, preview tasks from the next stage, and extension projects. Being above expected level is celebrated — through ACE Day recognition, House Points, and Merit awards. We ensure talented students are never bored or underchallenged.

SECTION 9

How Students Learn — The TOWIS Teaching Approach

Good teaching is not guesswork. Our approach is grounded in research and structured to ensure every child makes progress in every lesson. These six principles guide every teacher at TOWIS.

Explicit Instruction

Every lesson begins with the teacher modelling — "I Do." Then students practise together — "We Do." Then students work independently — "You Do." No student is thrown in without being shown how first.

Differentiated Learning

Every lesson has three levels of success criteria: Green (what all students should achieve), Sky Blue (what most students can achieve), and Space Blue (what the highest attainers can reach). No single ceiling; no single floor.

Purposeful Feedback

Written work is marked using a four-colour highlight system. Green highlights show where learning objectives are met. Orange highlights show where a correction task is needed. Students act on feedback in every lesson.

Socratic Questioning

Teachers ask questions that build thinking — not just recall. "Why do you think that?" "What evidence supports that?" "Could it be different?" This develops the reasoning skills Cambridge and universities demand.

Restorative Behaviour

Our approach to behaviour is restorative, not punitive. We help children understand the impact of their choices, repair relationships, and rebuild positive habits. Firm boundaries exist — but dignity is always preserved.

High Expectations for All

We believe every child is capable of excellence. No child at TOWIS is written off. Our language, our expectations, and our systems all reflect one belief: if the student hasn't learned, we haven't finished teaching.

SECTION 10

Our Partnership with Parents

Education works best when school and family work together. At TOWIS we are committed to keeping you informed, listening to your concerns, and working as partners in your child's success.

How We Will Keep You Informed

Four reports per year — at the end of each quarter — give you an honest, detailed picture of your child's attainment, effort, and next steps.

Parent-teacher meetings are held in Q1 and Q3. You can request an appointment at any time by contacting Admissions.

Class Dojo is used for day-to-day communication, behaviour points, and Merit awards. You will receive an invitation to join your child's class.

Our curriculum plans, assessment frameworks, and Cambridge syllabuses are available to any parent who wants to understand what is being taught and to what standard.

Contact Us



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Admissions

Contact Nway Nway for class information, enrolment, and general enquiries



British Council

Registered School BU001 Yangon

The One World International School Yangon (TOWIS)

268 Min Gyi Road, Yangon 11011, Myanmar · Cambridge International School · British Council BU001 Yangon

Founded 2023 by Chairman & Founder Mr. Deepak Neopane · Principal: Mr. Jarlath Madine

This document is reviewed and updated annually. For the most current curriculum details, contact the school directly.

Academic Year 2026/27