



**British Academy**  
School Marrakech  
— Belong Achieve Become —

**CURRICULUM & ASSESSMENT  
POLICY  
BASM 18**

# **CURRICULUM AND ASSESSMENT**

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British Academy School Marrakech

## 1. CONTEXT

The British Academy School Marrakech (The BASM) is a British international school located in the heart of Marrakech, serving a diverse, multilingual community. Most of our pupils are English as an Additional Language (EAL) learners, many of whom speak two or more languages fluently. We recognise and celebrate this linguistic and cultural diversity as a significant strength of our school community. Our curriculum is therefore intentionally inclusive, language-rich, and ambitious, enabling all pupils to access high-quality learning while developing strong academic English alongside their home languages.

The curriculum is designed to actively promote the welfare and safeguarding of all pupils, and to ensure that the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are not undermined.

Our curriculum does not discriminate against pupils based on the UK Equality Act 2010. However, as a school operating under the authority of the Moroccan Ministry of Education, Moroccan law takes precedence where any legal conflict does arise.

This policy should be read in conjunction with the following school policies: EYFS, Inclusion, Language, PHSE & RSE policies.

## 2. AIMS

To ensure that all students:

- Achieve standards that reflect their full potential.
- Make progress that is ambitious and appropriate to their individual starting points.
- Acquire knowledge, skills, and understanding progressively and at an appropriate pace.
- Develop into competent, confident, and increasingly independent learners
- Can concentrate, collaborate, and work productively with others.
- Engage actively in critical thinking, problem-solving, and enquiry.
- Learn to take ownership of their own learning.
- Have access to age-appropriate, impartial, up-to-date information on careers, enabling them to make informed choices about future career options.

## 3. OVERVIEW

The BASM provides full-time, supervised education for learners of compulsory school age, delivering a broad and balanced curriculum that meets the needs of our diverse, international school community. Our curriculum gives learners meaningful exposure to linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative education

In recognition of our context as a British school in Marrakech, the curriculum is designed to be inclusive, language-rich, and ambitious. It is structured to ensure clear progression, continuity, and coherence from Early Years through to Sixth Form, supporting pupils' academic achievement, personal development, and preparation for life after school.

The school is structured into the following phases of learning:

- **Early Years Foundation Stage (EYFS):** Nursery and Reception

- **Primary School:** Key Stages 1 and 2 (Years 1–6)
- **Secondary School:** Key Stages 3 and 4 (Years 7–11)
- **Sixth Form:** Key Stage 5 (Years 12–13)

Each stage builds systematically on the last to ensure a coherent and purposeful learning journey for all students.

## **Early Years Foundation Stage (EYFS)**

### **Nursery and Reception**

- Children engage in a play-based curriculum where they are encouraged to explore, enquire, and take risks through hands-on, practical learning experiences.
- Learning is underpinned by the EYFS Framework, focusing on communication and language, physical development, and personal, social, and emotional growth.

### **Primary**

- **Key Stage 1:** Years 1 and 2
- **Key Stage 2:** Years 3, 4, 5, and 6
- Curriculum is based on the English National Curriculum.
- Core subjects: English, Mathematics, and Science
- Foundation subjects: History, Geography, ICT, PE, Art, Music, French, Arabic, and PSHE

Teaching in the primary phase prioritises secure foundations in literacy and numeracy, alongside the development of subject knowledge, language skills, and positive learning behaviours. Vocabulary development and oracy are embedded across all subjects to support EAL learners in accessing the full curriculum.

### **Secondary School**

- **Key Stage 3 (Years 7–9):** Broad and balanced curriculum based on the English National Curriculum,
- **Key Stage 4 (Years 10–11):** Students follow the IGCSE/GCSE pathway choosing from a range of core and optional subjects, with a focus on exam preparation, depth of knowledge, and academic excellence.

### **Sixth Form (Key Stage 5)**

Students follow a personalised A Level programme, choosing subjects aligned with their interests, strengths, and university ambitions. Teaching at this stage promotes independent study, critical thinking, and academic maturity, preparing students for higher education and beyond.

Coherent provision is made for the integration of cross-curricular skills. Opportunities for cross curricular learning are developed wherever possible, incorporating the school's values for developing wider skills and character attributes required for success in the 21<sup>st</sup> century.

## **4. PLANNING**

Curriculum planning is a valued, purposeful, and collaborative process that reflects our commitment to being an inclusive, student-centred school. This ensures that teaching is responsive to pupils' needs and promotes engagement, independence, and confidence.

The curriculum is carefully planned to ensure effective continuity and progression within and between the EYFS and Key Stages 1 to 5. This enables a coherent and connected learning journey for all students.

Planning considers pupils' prior learning, language proficiency, and individual needs, including those of EAL learners, pupils with SEND, and more able students, and is designed to ensure that all learners can access ambitious learning and make strong progress from their individual starting points.

Staff work closely within subject teams, across key stages, and—where appropriate—across subject areas to ensure consistency, continuity, and high expectations for all pupils. Dedicated time for professional dialogue enables staff to plan, refine, and evaluate curriculum content and delivery. This collaborative approach supports a well-sequenced and coherent curriculum that is inclusive, adaptable, and aligned with the school's vision and values.

Teachers' lesson planning and classroom practice should have regard to the following where applicable:

- a) The EYFS Framework, The National Curriculum for England and Wales (including subject-specific guidance) relevant examination board specifications for GCSE and A Level courses.
- b) The curriculum, as outlined in departmental documentation, with explicit reference to British values.
- e) Safeguarding principles, including online safety.
- f) Guidance provided by the Inclusion Team, to ensure learning is appropriately adapted to meet the needs of all learners, including those with SEND, EAL, or who are more able.
- g) Ongoing adaptations in response to individual pupil underperformance, wellbeing needs, or safeguarding concerns.

## **Levels of Planning**

Curriculum planning operates at three levels: long-term, medium-term, and short-term planning.

### **Long Term Planning**

Teachers are responsible for long-term planning of their subjects in collaboration with Key Stage Coordinators and Subject Leads. This process is overseen by the Assistant Head (Academic) and SLT, who ensure consistent coverage of key knowledge and skills from Nursery onwards.

Subject Leads and Coordinators monitor content across year groups to ensure that learning is well-sequenced, manageable, and organised into coherent units that build progressively over time. Opportunities for meaningful cross-curricular links are identified to enhance pupils' understanding and engagement.

Long-term curriculum plans are shared with parents to provide transparency and support home-school collaboration.

## **Medium Term Planning**

Class teachers produce medium-term plans for each topic, building on pupils' prior knowledge, interests, and assessment information. Planning is informed by relevant schemes of work, evaluation of previous units, and the needs of the current cohort. Support is provided by Key Stage Coordinators and Subject Leads as required. Medium-term plans are produced termly or half-termly.

Teachers are encouraged to reflect on and evaluate their medium-term plans both during and at the end of a topic. This ongoing evaluation helps monitor pupil progress and informs future curriculum planning.

Medium-term plans typically include:

- Clear learning objectives and topic context
- Key questions and subject-specific knowledge and skills
- Key vocabulary and language structures, identified and planned for explicit teaching and reinforcement, particularly to support EAL learners
- Planned learning activities, including opportunities for challenge and extension
- Cross-curricular links, including SMSC, British Values, and PSHE, where appropriate
- Planned adaptations to ensure all pupils can access learning, particularly EAL learners and those with additional needs

For quality assurance purposes these planning documents are submitted to the Assistant Head (Academic).

## **Short Term Planning**

Teachers are responsible for maintaining daily or weekly lesson plans and relevant records to support effective, responsive teaching and inform future planning. Where not already outlined in the medium-term plan, these should include, as appropriate:

- Specific lesson content
- Class organisation and groupings
- Resources to be used
- Strategies for differentiation and support
- Focus skills (e.g. critical thinking, collaboration)
- Methods for assessing progress within the lesson
- Planned or responsive adaptations to meet learners' needs

Following each lesson, teachers assess pupils' understanding and progress and use this information to adapt subsequent planning. This ensures teaching remains responsive, inclusive, and closely aligned to pupils' needs.

## **5. TEACHING AND LEARNING**

Teaching and learning are underpinned by high expectations, inclusive practice, and a strong commitment to meeting the needs of all learners.

In recognition of our international context, where most pupils are EAL learners, teaching and learning is underpinned by the understanding that all pupils are language learners. We adopt a

Quality First Teaching approach in which strategies that support EAL learners, such as explicit vocabulary teaching, modelling, scaffolding, and structured talk, are embedded as standard classroom practice. This ensures that all pupils can access ambitious learning and make strong progress without lowering expectations.

Strong relationships between staff and pupils underpin effective learning and contribute to pupils' confidence, wellbeing, and willingness to take risks in their learning.

We promote positive attitudes to learning through high-quality teaching within a supportive, respectful, and student-centred environment. Our aim is to cultivate a climate of enquiry in which pupils feel confident to explore ideas, ask questions, and share their thinking openly and respectfully.

To ensure high-quality learning experiences, teachers are expected to design and deliver lessons and activities that:

- Have clear learning objectives that are shared explicitly with learners
- Are inclusive and appropriately differentiated to meet a wide range of abilities, interests, and learning needs
- Explicitly support language development, including the teaching and reinforcement of key vocabulary and subject-specific terminology
- Embed safeguarding principles, including online safety, where appropriate
- Engage and sustain learners' interest and motivation throughout the lesson
- Actively promote participation and ensure that all learners are supported to contribute
- Communicate high expectations and provide ambitious yet achievable challenge
- Provide regular, meaningful feedback through verbal interaction and written responses
- Use assessment for learning strategies, including questioning and observation, to inform planning and identify next steps
- Support learners in understanding their progress and identifying areas for improvement

## **6. ASSESSMENT**

We ensure that all students are regularly assessed against the relevant National Curriculum frameworks across the full range of subjects. Our assessment approach combines both formative and summative methods, providing essential information that guides effective planning and next steps to support individual learning.

Termly assessment data is collected and analysed to monitor progress and overall levels of attainment, and to inform planning, targeted interventions, and next steps. This enables a more personalised approach to learning, increasing pupils' understanding of their goals and their progress towards them.

Students are assessed via self- and peer-assessment, to promote reflection and deeper engagement with their learning.

### **EYFS (Early Years Foundation Stage)**

In EYFS, assessment is continuous and observation-based:

- Teachers use the Tapestry platform to record and track progress across the Early Learning Goals.
- Monster Phonics is used in Reception, with phonics assessments carried out every six weeks to monitor progress and inform next steps.

- Evidence is drawn from observations, interactions, and children's work across all areas of learning to inform planning and support individual development.

## **Primary**

- Teachers conduct regular formative assessments to identify learning gaps and adapt teaching.
- All pupils complete the CAT4 test upon enrolment and at the end of their key stage to support baseline understanding and track progress.
- Students sit termly NGRT (New Group Reading Test) assessments, providing a standardised measure of reading ability and comprehension.
- Monster Phonics assessments are conducted half-termly to track phonics knowledge and inform intervention.
- Half-termly assessments in core subjects (English, Maths, Science) support tracking of attainment and planning.
- Termly writing assessments are used to track progress in composition, grammar, and language use.
- Teacher assessments across the curriculum ensure a personalised approach to learning.

## **Secondary and Sixth Form**

Assessment here is structured to prepare pupils effectively for external examinations while supporting ongoing progress:

- CAT4 testing is completed on entry and at the end of Key Stages to support baseline assessment and progress tracking
- Progress Tests for KS3 in English, Maths, and Science, conducted by GL Assessments at the beginning and end of the academic year, provide standardised measures of student progress.
- Pupils sit two sets of Core exams per school year, designed to mirror public exam formats and build confidence and stamina for external assessments. Feedback from these exams is included within the schedule of assessed work.
- At least one end-of-unit assessment per half term takes place in class to monitor learning, although teachers may administer more than one per half term if needed.

## **7. FEEDBACK AND MARKING**

We recognise that effective teacher feedback plays a crucial role in enhancing pupil achievement. Feedback is:

- designed to be purposeful, manageable, and focused on improving learning rather than simply evaluating performance.
- Age-appropriate and adapted to the needs of learners
- Delivered through a range of methods, including verbal, written, immediate, and delayed feedback
- Designed to help pupils understand what they have done well and how to improve

Written feedback is used selectively and thoughtfully, focusing on key misconceptions, next steps, and improvement rather than volume. It is designed to be manageable for staff and meaningful for pupils



Verbal feedback is prioritised where appropriate, as it allows for immediate clarification, questioning, and guidance. This is particularly effective in addressing misconceptions, supporting EAL learners, and adapting teaching in real time.

Teachers plan explicitly for opportunities for pupils to respond to feedback. Time is allocated within lessons for pupils to reflect, edit, improve, and apply guidance, ensuring feedback leads to measurable improvement.

Pupils are encouraged to engage in self- and peer-assessment, developing reflection, independence, and responsibility for their learning. Feedback practices support EAL learners by making expectations clear, reinforcing key vocabulary, and enabling pupils to act confidently on next steps.

Through this research-informed approach, feedback contributes directly to improved progress, stronger learner confidence, and sustained academic achievement.

## **8. INCLUSION AND EAL**

Inclusion is a fundamental principle that underpins curriculum design, teaching, assessment, and school life at The BASM. We are committed to ensuring equality of access, high expectations, and appropriate support for all learners.

The curriculum is inclusive of all pupils, including:

- Learners of English as an Additional Language (EAL) at all stages of English language proficiency
- Pupils with Special Educational Needs and/or Disabilities (SEND) or specific learning needs
- Gifted and More Able pupils

In line with our international context, EAL provision is embedded across the curriculum rather than treated as a standalone intervention. Teaching and learning are planned on the understanding that all pupils are developing academic English. Classroom practice therefore prioritises explicit vocabulary teaching, modelling, scaffolding, structured talk, and opportunities to develop reading and writing across all subjects.

Where appropriate, additional support may be provided through targeted interventions, small-group support, or short-term withdrawal sessions. These interventions are carefully planned, monitored, and reviewed to ensure they complement classroom learning and do not limit access to the full curriculum.

The Inclusion Team works closely with teachers, Key Stage Coordinators, and Subject Leads to provide guidance, support, and professional development. Pupils' progress is monitored closely through assessment data, classroom observation, and ongoing dialogue to ensure timely and effective support.

This approach is underpinned by the school's Inclusion Policy and Language Policy, which provide further detail on identification, support strategies, roles and responsibilities, and monitoring arrangements. Together, these policies ensure a consistent, whole-school approach to inclusion and EAL provision.

## 9. EVALUATION

There is an ongoing cycle of monitoring, reflection, and improvement led by the Assistant Head (Academic) SLT, other school leaders and staff. The process is designed to provide an honest picture of current practice, highlight strengths, identify areas for development, and ensure that every student benefits from high-quality provision.

A wide range of strategies is used to evaluate teaching and learning, including:

- **Learning walks and lesson observations:** These provide regular opportunities to monitor classroom practice, share best practice, and identify areas requiring additional support. Observations are both formal and informal, with constructive feedback given to promote reflective practice and continuous improvement.
- **Curriculum and scheme of work reviews:** Subject planning is regularly evaluated to ensure that it aligns with the school's curriculum intent, builds progression, and delivers breadth and balance across subjects.  
Collaborative planning and adapting planning
- **Assessment moderation and work scrutiny**  
Work scrutiny and moderation meetings are used to ensure consistency, accuracy, and fairness in assessment and feedback across subjects and key stages. These processes support shared expectations, high standards, and effective feedback practice in line with the school's policies
- **Data analysis:** Termly tracking of attainment and progress data, including internal assessments and public examinations highlights trends, strengths, and gaps. Leaders use this data to identify individuals or groups requiring intervention and to evaluate the impact of teaching strategies on pupil outcomes

By embedding evaluation into the culture of the school, we foster an environment of professional reflection and growth, where high standards are expected and achieved consistently. Ultimately, the evaluation process ensures that the school remains ambitious, evidence-driven, and committed to delivering the very best education for all students.

Continuous Professional Development (CPD) at BASM is integral to sustaining high-quality teaching and learning. CPD opportunities are provided through mutual observations, coaching, INSET workshops.

SIGNED BY: HEAD

Head of School ..... 

Advisory Board

Signature..... 

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