



British Academy
School Marrakech
— Belong Achieve Become —

CURRICULUM POLICY
BASM 18

POLICY 18 CURRICULUM

LIST OF CONTENTS

1. CURRICULUM AIMS
2. CURRICULUM OVERVIEW
3. ORGANISATION
4. CURRICULUM PLANNING
5. LEARNING AND TEACHING
6. ASSESSMENT AND PROGRESS
7. EVALUATION
8. CONTINUOUS PROFESSIONAL DEVELOPMENT
9. REMOTE LEARNING
10. SCHOOL DEVELOPMENT PLAN

British Academy School Marrakech

1. CURRICULUM AIMS

This policy relates to all children at The British Academy School Marrakech Primary, and Secondary (Years 7-11).

Through the delivery of the curriculum, we seek to encourage, support and challenge all children to achieve the highest standards of which they are capable. In addition to academic growth, our curriculum also promotes each learner's spiritual, moral, social, cultural, mental, and physical development, thereby preparing him/her for the next stage of education.

We teach British values, both explicitly through lessons, but also through the soft curriculum. Staff actively demonstrate them in their own practice and in their relationships with peers, parents and pupils, across the breadth of school life.

Our curriculum does not discriminate against pupils contrary to the Equality Act, on the basis of any protected characteristics listed within section 4 of the Act, including age, disability, gender reassignment, race, religion and belief, sex or sexual orientation.

We incorporate online safety into our teaching both in ICT and computing lessons and via other subjects when such technology is introduced.

The safeguarding of our pupils is paramount, and our curriculum delivery is woven through with ongoing review and, if necessary, adjustment, of approach/content and pastoral care to optimise the safety of pupils in our care.

At The British Academy School Marrakech, we believe that we should provide pupils with:

- a broad based and challenging curriculum that enables all pupils, including those with special educational needs and the most able, to achieve their individual potential in all areas and caters for their individual abilities, needs, and interests. All pupils should be able to learn and make progress.
- teaching of the skills appropriate to the ages and abilities of the pupils which will equip them effectively for future life.
- experiences of an aesthetic and creative nature.

We aim to foster self-respect, self-discipline, and a sense of personal worth, together with respect and understanding for all members of society. We aim to create an open, welcoming, happy environment. We aim to maximise the use of all the school's resources, the space 'outside of the classroom' and to engage with our immediate community wherever possible.

Whilst ensuring full compliance with Moroccan legislation we seek to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faith and beliefs. We teach these values, both explicitly through lessons, but also through the soft curriculum. Staff

actively demonstrate them in their own practice and in their relationships with peers, parents, and pupils, across the breadth of school life. Within the legal context of our setting our curriculum does not discriminate contrary to the Equality Act, on the basis of protected characteristics.

In this Policy we outline the processes for curriculum design, planning and delivery.

2. CURRICULUM OVERVIEW

At the British Academy School Marrakech, we provide full-time supervised education for learners of compulsory school age which gives learners experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Nursery and Reception follow the Early Years Foundation Stage Curriculum. This learning challenges children and encourages them to develop into independent, motivated learners and thinkers, full of curiosity about the world around them within a fun, happy and secure environment. Children have opportunities to explore, enquire and to take risks through practical, hands-on learning experiences, refer to the EYFS Curriculum policy for further information.

The curriculum for the learners in Years 1 to 11 is based upon the National Curriculum for England and Wales and IGCSE syllabi and comprises:

- The core subjects: English mathematics and science
- The foundation subjects: Humanities, Information Technology (Years 1-9), Physical Education, Music, (Years 1-8) Creative Arts, (Years 1-9)
- Personal, Social, Health and Economic Education (PSHE)
- French
- Arabic
- Students in Year 9 select option subjects giving pupils the opportunity to explore specialist areas of interest and possible career options.
- Reasoning and non-verbal reasoning.
- Online Safety delivered through, PSHE, ICT, computing, via subjects when such technology is introduced.
- Careers guidance (Years 7-11) in preparation for next steps in life.
- Exam techniques and study skills, (Years 3-11)

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 21st century.

We ensure that those with special educational needs and/or disabilities or learning difficulties; for whom English is an additional language; of exceptional ability; receive the support they need to achieve educationally. The pastoral

structures of the school provide the initial point of support and assistance in these circumstances.

Where individual needs or circumstances are suspected of hindering progress and learning, or where an assessment has been completed with recommendations, support provision is led by the Key Stage Coordinators and Subject Leads. Appropriate details, including teaching strategies, are shared with teachers and tutors. Appropriate stretch, challenge and extension activities are provided to meet the needs of our most able pupils.

At the British Academy School Marrakech, we believe respect is the cornerstone of all teaching and that healthy relationships are key to enjoying a happy and fulfilling life. Consequently, the British Academy School Marrakech's personal and social development is at the core of our educational policy and these themes underpin our whole school approach. As part of this, for example, all staff undertake annual safeguarding training including various issues relating to pupil. Through this we effectively maintain and enhance our learners' wellbeing, enable our learners to make informed choices and empower them. There is a PSHE curriculum followed by all students from Year 1 to Year 11 inclusive. Where appropriate, age-appropriate careers material is covered.

3. ORGANISATION

Learners are taught in mixed ability classes with appropriate differentiation in all subjects and ability group teaching in English, Mathematics, French and Arabic from Year 3.

The school has an a EYFS Coordinator with responsibility for the Early Years Foundation Stage (EYFS) who has overall responsibility for the curriculum in the EYFS, a Key Stage 1 Coordinator responsible for the curriculum in years 1 and 2, a Key Stage 2 Coordinator responsible for the curriculum, Subject Leads in the secondary phase who oversee the curriculum in years 7-11. These staff report directly to the Head.

4. CURRICULUM PLANNING

Curriculum planning is a crucial activity in which staff play a part as individuals, but also as team members. The latter may be as a member of a larger department or, crucially, as a teacher with a subject interest that will coalesce with somebody else's subject. Opportunities should be taken at all times to seek cross curricular coherence, even within a curriculum planned along discrete subject lines. Teachers' lesson planning should have regard to the following:

- a) The EYFS framework, National Curriculum for England, and Wales, and IGCSE syllabi, or a tailored programme of study based upon these.
- b) The school curriculum as planned and published in any department curriculum documentation.

- c) Online safety recommendations.
- d) Guidance provided by the SENCO to ensure that work is appropriately differentiated for children at both ends of the learning needs spectrum.
- e) Further adjustments should be made as required in response to pupil underperformance or safeguarding concerns.

The curriculum is planned to ensure effective continuity and progression within and between the EYFS and Key Stages 1, 2, 3 and 4. For the EYFS refer to the separate EYFS Curriculum Policy.

Three levels of planning are used:

Long Term Planning

Each teacher is responsible for the long-term planning of their curriculum, this coordinated by the Key Stage Coordinator and Subject Leads over seen by the Head who ensures effective coverage of the key skills for that subjects throughout the school from Year 1. The Coordinators and Subject Leads monitor the topics being taught by each year group's teachers, ensuring the content is organised into manageable and coherent units of work and identifies links between aspects of different subject. These are summarised in the form of Curriculum Maps, which are shared with parents.

Medium Term Planning

Class teachers produce a detailed plan for each topic to be working from the children's prior knowledge and interests, schemes of work and evaluated past plans with the support of the Key Stage Coordinators and Subject Leads as required. These medium-term plans are produced at termly or half termly intervals following specified formats.

Cross-curricular, medium-term plans set out, for example:

- specific learning objectives and context
- key questions and skills
- possible learner tasks and activities, including suggested extension activities
- resources which may be used
- cross-curricular links, including links to SMSC, British Values and PSHE, where appropriate

During, and at the end of a topic, teachers are encouraged to reflect upon and evaluate the medium-term plans to monitor progress and inform future planning.

Short Term Planning

Teachers are responsible for keeping daily or weekly lesson plans and associated records to ensure effective day-to-day teaching and to inform future planning. These should include, as appropriate (unless already covered in the Medium-Term Plan), details of:

- lesson content
- class organisation
- specific resources to be used
- differentiation
- skills e.g. thinking skills
- how progress will be tracked during the lesson

During / after the lesson, learners' progress should be assessed, and future planning adjusted accordingly.

5. LEARNING AND TEACHING

The School aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Through the delivery of our curriculum, we seek to ensure that learners:

- acquire knowledge, skills and understanding progressively and at a good pace
- are able to achieve standards commensurate with their potential.
- are competent and increasingly independent learners
- can concentrate, co-operate, and work productively with others
- are actively involved in a dynamic process of thinking and discovering for themselves
- are able to assess their own work or that of their peers during self and peer review
- and make progress appropriate to their potential.

To achieve this, teachers are expected to ensure that their lessons and/or activities:

- have clear aims and purposes which are shared with the children
- cater appropriately for the learning of learners of differing abilities, interests and learning styles; resources and learning tasks will be suitably differentiated to match individual learning needs. Online safety is included as appropriate and any adjustments in response to safeguarding concerns are included.
- create and sustain learners' interest and motivation
- strive to ensure the full participation of all learners
- signal high expectations to all learners and set high but attainable challenges
- incorporate regular feedback to learners through thoughtful marking and discussion with learners
- make observations to determine the next steps and inform future plans
- help learners to form useful assessments of their level of attainment and what needs to be improved
- involve teaching strategies which:
 - suit the subject matter as well as the learners
 - ensure learners apply themselves with purpose and self-confidence

- encourage learners to display and develop learning skills such as observation and information seeking; looking for patterns and deeper understanding; communicating information and ideas in various ways; posing questions and solving problems, and applying what has been learned to unfamiliar situations, thinking skills.
- encourage learners to demonstrate independence and autonomy
- ensure that learners can make progress in accordance with their potential.

Digital Literacy

All teachers are expected to integrate technology ICT into their teaching where appropriate. Use of the ICT facility and programme of study to be undertaken including Online safety is incorporated into ICT, via lessons (Years 1-11), and/or into subject lessons where technology is introduced, and during anti-bullying or other PSHE-related initiatives. Google Classroom is used by staff and pupils to share resources and completed pieces of work.

6. ASSESSMENT AND PROGRESS

We ensure that students are regularly assessed against the relevant National Curriculum frameworks across the breadth of the curriculum. Both formative and summative assessment informs planning and next steps for students. Each area of the school has its own clear and concise Marking Policy that sets out a structure that informs our assessment practices and allows students to be fully informed and be able to contribute to raising their level of achievement.

This results in each student receiving personalised learning and in turn increases their awareness of their next target(s). Our Assessment Policy highlights the various ways in which we assess the children, both formatively and summative, and the self-and/or peer assessment that is used.

- Regular formative assessments provide the academic data to assess students' progress; in addition, the results of these assessments inform planning to address any gaps in students' knowledge and understanding of the subject.
- Termly assessment data is collected, analysed, and utilised for providing interventions, support and used for a review of planning.
- We celebrate students' achievement within the curriculum through our rewards systems that include House points and certificates that are awarded at the celebration assemblies.

7. REMOTE LEARNING (Corona Virus)

In the event children are unable to attend school in the event of an outbreak of Covid related reasons, we will provide home learning where necessary for groups

or individuals. The nature of this provision is detailed in the Remote Learning Policy. The curriculum may be adapted to suit the circumstances; for example, units may be switched around, substituted, or adapted to best suit remote learning. We recognise that there will be differing levels of support at home available and will aim to create tasks which children can tackle as independently as possible.

8. EVALUATION

As part of our school self-evaluation process and for purposes of accountability, the teaching and learning provision at the British Academy School Marrakech is systematically monitored by the Key Stage Coordinators, Subject Leads, and the Head. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching, and thus continually improving provision.

9. CONTINUOUS PROFESSIONAL DEVELOPMENT

Mutual observation is an important way of ensuring quality in the curriculum, aiding staff development and helping to maintain diversity in teaching approaches. Formal staff reviews are made biennially. The primary aim of the staff review process is to promote staff development, but it could also have as one area of focus some aspect of delivery of the curriculum.

10. SCHOOL DEVELOPMENT PLAN

The Head gains information about the quality of teaching through formal monitoring of teachers in a process of focused observation. The Key Stage Coordinators and Subject Leads gather information and evidence about teaching and learning which informs the annual curriculum review and action plans.

The school monitors the implementation of this policy through:

- Annual departmental reviews (including internal and public exam results analysis).
- Appraisal and professional development.
- New staff induction programme and probationary review.
- Learning Walks and formal observations

The Head & SLT monitor the School Development Plan so that budget, training, and staffing implications can be assessed. SDP strands are used to develop annual Key Performance targets for staff, and these are focussed on improving pupil outcomes.

Thus, all monitoring feeds into the School Development Plan which focusses on improving pupil outcomes by improving the quality of teaching and learning at the British Academy School Marrakech.

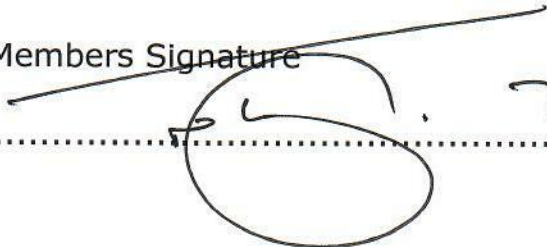
Action plans for the development of teaching and learning in each subject are drawn up during the summer term. Members of the Senior Leadership Team, in consultation with the whole staff, identify areas for development from the 5 Year Strategic Plan, whilst taking into account, arising whole school development issues.

SIGNED BY: HEAD

Head's Signature 

RATIFIED BY: ADVISORY BOARD OF GOVERNORS

Advisory Board Members Signature

Signature.....  7th Nov 2024

REVIEWED: August 2022, May 2023, March 2024 NEXT REVIEW DATE: November 2025.

British Aca