



British Academy
School Marrakech
— Belong Achieve Become —

CURRICULUM POLICY
BASM 18

Head: Mrs N Bussetil
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POLICY 18 CURRICULUM

LIST OF CONTENTS

1. INTRODUCTORY STATEMENT
2. CURRICULUM AIMS
3. CURRICULUM OBJECTIVES
4. EQUAL OPPORTUNITIES
5. CURRICULUM PLANNING
6. EVALUATION
7. CONTINUOUS PROFESSIONAL DEVELOPMENT
8. ASSESSMENT
9. REMOTE LEARNING
10. SCHOOL DEVELOPMENT PLAN

British Academy School Marrakech

1. INTRODUCTORY STATEMENT

This policy relates to all children at The British Academy School Marrakech EYFS(3-6), Primary (7-11) and Secondary (11+–18).

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, creative and spiritual 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.

2. CURRICULUM AIMS

The curriculum is the focus of our endeavours, and it is the curriculum through which we seek to meet our aims.

The curriculum comprises of all the opportunities for learning provided by the school, including timetabled lessons, extra-curricular, out of school activities and the climate of relationships, styles and behaviour and general quality of life established in the school community as a whole. The 'whole curriculum' of The British Academy School Marrakech, therefore, includes three major elements:

The Formal Curriculum

Those activities planned to take place during school hours and presented as timetabled lessons.

The Informal Curriculum

The exchange of ideas between students and staff through the 'extra-curricular' activities such as clubs, sport, performing arts and adventure activities as well as promoting a less formal but equally rigorous learning environment in the school's outdoor spaces.

The Hidden Curriculum

Those attitudes and values which students acquire as a result of being at school.

The British Academy School Marrakech aims to provide a curriculum for all its pupils which offers breadth, balance, coherence, relevance, differentiation, and progression. In order to achieve this, the curriculum for the learners in Years 1 to 11 is based upon the National Curriculum and Edexcel iGCSE syllabi. The principal language of instruction is English.

The educational programmes for the EYFS children follow the EYFS Framework and involve activities and experiences in the seven areas of learning as follows. The three prime areas of communication and language, physical development, personal, social, and emotional development. The four Specific areas of literacy, mathematics, understanding the world and expressive arts and design.

Breadth will allow pupils contact with the different elements of learning - knowledge, concepts, skills, and attitudes - and the different areas of learning - aesthetic, creative, human, and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

Balance will allow each area of learning and experience appropriate attention. Local, regional, and national comparisons will be made in discussions concerning the best balance across the curriculum.

Coherence will be achieved through planning and discussion, with schemes of work documented in advance. Monitoring activities will consider individual pupil progress over their whole curriculum.

Relevance will be achieved

- through recognition of previous learning, with clear records maintained of work completed and standards achieved;
- through teaching in different environments, such as Outdoor areas, and educational trips and experiences, to bring tangible and relevant case studies to bear;
- through planned progression; and
- relation to real-world application and examples.

Differentiation will be achieved

- through teaching style, method, support and expected outcomes;
- through grouping policies; and
- through teacher response to individuals' work, triggered by regular assessment of oral and written contributions.

Within this framework each student develops as a unique individual within the caring and cohesive community.

3. CURRICULUM OBJECTIVES

Delivery of the curriculum should be lively, challenging, and flexible, providing the experiences necessary to develop sound concepts, skills, knowledge and attitudes, with particular emphasis on practical work and application to real situations. Full use should be made of technology, the use of the School's outdoor areas and outside agencies.

Our curriculum aims particularly to develop literacy and numeracy in the widest sense. The potential for development of linguistic, scientific and mathematical skills should be seen in all areas of the curriculum, which should be used to support each other whenever possible.

The whole curriculum should be structured to provide continuity and progression and there must be a programme of on-going review and evaluation to ensure its effectiveness.

Records must be kept of pupils' progress in the attainment of skills and concepts. These must be monitored continually, and targets reviewed regularly.

The School should provide resources and time for the development of creative ability and aesthetic and spiritual awareness, including external experiences such as trips, using the School's current outside spaces to best effect. Developing the school facilities as planned for prior to covid is an important in this respect.

Pupils should be able to develop their own special interests and talents, and extra-curricular time should be given for this where possible. In the EYFS / Pre-Prep, the importance of structured play and free discovery must not be undervalued, making full use of all facilities available indoor and outdoor.

Within the curriculum there is comprehensive provision for the children's personal, social, health (both physical and mental health) and economic education which reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. This is promoted through the schools Behaviour & Values Policy and through the delivery of specific lessons. Lessons in PSHE address this to a significant degree; however many aspects of PSHE are addressed in class/school's assemblies, form times, science, geography, digital literacy, external visits, outdoor lessons, team building activities and a range of other subjects and cross-curricular opportunities. The School's PSHE programme promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The pupils should be encouraged to be aware of the needs and motivations of their fellow pupils, by experience, discussion and role play. They should have the opportunity to learn about and have contact with groups of people whose background, culture or beliefs are different from their own, including elderly people and persons from a variety of ethnic backgrounds. Developing positive attitudes and destroying stereotypes of race, religion, social background and gender must be integral to the curriculum. It is important to have a multicultural, anti-racist curriculum to prepare pupils for life in a multi-ethnic society.

The School's ethos is a caring, happy, purposeful and lively one. The pupils' efforts in work, attitudes and behaviour should be seen to be valued. Where problems occur, they should be evaluated, with the involvement of the pupils whenever possible, and strategies and targets devised. Parents should feel welcome in School, and involved in their children's education, by consultation, communications, and meetings.

4. EQUAL OPPORTUNITIES

We are committed to ensuring that all learners, regardless of ability, gender, race, religion, cultural background or physical disability, have equal access to the curriculum. It is expected, that a policy of strict non-discrimination on grounds of race, gender or class be implemented at all times within all curriculum subjects. It is further expected that, where at all possible, a wide diversity of teaching methods and resources be used which will reflect differing backgrounds and support the stated policy.

Teaching and learning should be differentiated for all pupils in so far as this is possible.

5. CURRICULUM PLANNING

The curriculum is planned to ensure effective continuity and progression within and between the EYFS and Key Stages 1, 2 and 3. Opportunities should be taken at all times to seek cross curricular coherence, even within a curriculum planned along discrete subject lines.

The curriculum is agreed by the Head of School and the Director of Studies, in consultation with all teachers. The Heads of each sector are responsible for ensuring that detailed policies, schemes of work, relevant planning documents are in place for each curriculum area. Three levels of planning are used:

Long Term Planning

Each subject has a lead teacher who is responsible for the development of the departmental information and who ensures effective coverage of the key skills and knowledge for that subject throughout the school from Year 1-11.

The lead teacher monitors 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.

Short Term Planning

Form teachers, subject teachers and lead teachers working from the children's prior knowledge and interests, schemes of work and evaluated past plans and produce a detailed plan for each topic to be taught within the term. These short-term plans are produced at termly or half termly intervals following specified formats.

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, details of: Lesson objectives, content, class organisation, resources to be used, differentiation, skills, means of tracking progress, assessment during / after the lesson, and future planning adjusted accordingly.

Subject reviews are undertaken by lead teachers when appropriate in conjunction with relevant staff.

The responsibility for delivery of the curriculum lies in the first instance with individual teachers.

We encourage a wide and discerning use of teaching styles, drawing upon the great strengths of all colleagues. Learning should take place within a lively yet ordered and stimulating environment, where all pupils feel happy and confident. The School strongly encourages the effective use of the school's outside spaces to maximise kinaesthetic, visual and more tangible, hands-on learning experiences.

6. EVALUATION

Evaluation of the curriculum is crucial to maintain the effectiveness of learning and of teaching. There is an annual audit by lead teachers to ensure continuity, proper reinforcement of concepts covered and other curriculum related issues.

The Head of School and the Director of Studies gain information about the quality of teaching through formal monitoring of teachers in a process of focused observation. This may be through the scrutiny of planning, learning walks, by looking at samples of children's work, by classroom observation and by analysis of standardised test results where appropriate. This information is used to inform the annual audit.

It is, of course, the responsibility of the subject teacher to constantly evaluate the quality of learning within their classrooms and to be receptive to ideas and suggestions from colleagues. Among the means by which this might reasonably be thought to be achieved are by the teacher's own reflections, through assessment, through discussion with pupils and colleagues following observation or otherwise and by reference to lead teachers and SLT.

We value the opinions and feedback of the pupils at, consult with them via a student council and informal feedback groupings. The remit includes the formal, informal and hidden curriculum, as well as pedagogy.

7. 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.

8. ASSESSMENT

Throughout the year formative and formal summative assessments are carried out. We recognise that data is just one part of the picture and the various way in which we assess children's progress is detailed in the 'Feedback and Assessment Policy'. Standardised assessment test results will be provided to parents who request them in writing from the school.

9. REMOTE LEARNING

When children are unable to attend school for covid19 related reasons, we will provide remote learning. 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.

10. SCHOOL DEVELOPMENT PLAN

The school has a three-year strategic plan in place which focuses on the delivery of five key strategic objectives. The School Development Plan is aligned with those objectives but focussed on a more operational level.

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 3 Year Strategic Plan, whilst taking into account, arising whole school development issues. Timescales and costs are set out, together with success criteria, in a common format.

SIGNED BY: HEAD

Head's Signature  August 2022.

RATIFIED BY: ADVISORY BOARD OF GOVERNORS

Advisory Board Members Signature

Signature.....  24.9.22

REVIEWED: August 2022 NEXT REVIEW DATE: November 2023