Part 2A, 2A.1, 2A.2 - Curriculum

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1. Statutory Policies	**2. Notice Policies**
ISI	Part 2A, 2A.1, 2A.2 Curriculum
NMS	
Author Led	Headmaster
Date of Review	October 2026
Next Review	October 2027
Comment	Annual Review
Website	Yes

Introduction

The British International School of Casablanca is a vibrant, co-educational day school which balances its modern outlook with our traditional British Values. Our curriculum is based on the National Curriculum for England and Wales in The Junior and Prep, whilst we follow CAI, Pearson and AQA specifications in The Senior School.

Our aim is to provide the highest standards of learning and teaching to ensure all students fulfil their academic potential, regardless of ability. As such, we provide a broad and engaging curriculum which encourages curiosity as well as fostering a lifelong love of learning. Furthermore, we provide a compassionate and supportive pastoral system which ensures every student feels valued, respected and supported throughout their time at BISC.

The curriculum is appropriate for the school's location in Morocco in that it encompasses, for example, the inclusion of Arabic and French which the students will need for their adult lives in their home country. At the same time, international elements of the curriculum (such as Spanish) are suitable for the students who we welcome from a wide range of countries.

Finally, as a British School, our curriculum is designed to prepare students for higher education and life in British society.

Curriculum outline

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The curriculum is divided into 5 separate stages which considers the ages, aptitudes and needs of all students, including those students with special educational needs. Furthermore, our curriculum ensures the school does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Junior School

- EYFS: For students aged 3 – 5 (Nursery and Reception Classes)
- For students aged 5 – 9 (Year 1, 2, 3 and 4)

Prep School

- For students aged 10 - 14 (Year 5, 6, 7 & 8)

Senior School

- GCSE - For students aged 14 – 16 (Year 9, 10 and 11)
- A Level - For students aged 16 – 18 (Year 12 and 13)

Our curriculum is supported by the necessary documentation. In all 3 schools this is done through short, medium, and long-term planning, whilst in the Senior School this is enhanced through detailed Schemes of Work.

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Curriculum Areas of Expertise

We provide a broard education, addressing each of the major domains of learning as follows:

Linguistic Education – we develop the skills of speaking, listening, reading, and writing in English, plus in the two other major languages of Morocco, Arabic and French. English is a compulsory subject for all students up to the age of 16.

Students follow either The English or English as an Additional Language (EAL) course. This is dependent on whether they have English as their first language and/or their level of proficiency.

The English as a First Language programme promotes an enquiry-based approach, increasing the students' confidence, creativity, and intellectual engagement. Over time, students will develop skills which are transferable into a wide range of different of environments and everyday situations. They will learn to communicate confidently and effectively, being able to respond to a wide range of information and media with enjoyment. Ultimately, they will develop a first language competence in English.

Students who have English as their second language follow The English as a Second Language programme. The course works in conjuncture with the Cambridge Assessment English which is based on The Council of Europe's Common European Framework of Reference for Languages (CEFR) and is used across the world to map learners' progress in English. Students learn to communicate confidently and effectively in English effectively, being able to respond to a wide range of information and media with enjoyment.

Students on both programmes will work to develop their knowledge, skills and understanding in five strands:

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Reading
Writing
Use of English
Listening
Speaking

The Arabic course works similarly to the English course developing the skills of listening, speaking, reading, writing (including grammar and calligraphy) to develop competence in the language and awareness of its cultural background from Year 1 upwards.

The French course also works similarly to the English course developing the skills of listening, speaking, reading, writing (including grammar) to develop competence in the language and awareness of its cultural background from Year 1 upwards.

Mathematical Education – we develop the skills of Number, Geometry, Measure, Handling Data and Problem Solving. The Mathematics curriculum focus' on principals, functions, and relationships so that students can apply their mathematical knowledge and so develop a holistic understanding on the subject. Mathematics is a compulsory subject for all students up to the age of 16.

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Scientific Education – our course in all three schools covers four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and the history of science. Students develop research, collaboration and creative skills that will help with many aspects of their future learning and development. We also support our science learning through additional enrichment activities such as Science Week. Science is a compulsory subject for all students up to the age of 16.

Technological Education – we address this area of the curriculum through Information and Communications Technology (ICT) which runs to the end of Year 8. Students are also able to undertake the ICT/Computer Science course for IGCSE as an option, whilst other students will still make use of ICT across the wider curriculum (e.g., through coursework and data manipulation). During their studies students will develop their ability to use a range of computer software to communicate, handle information, model, and programme solutions. Students also develop key skills including computer programming, word processing, digital graphics, databases, spreadsheets, email, presentations, video/animation, the safe use of the internet and web authoring. Students also consider wider issues such as e-safety and the adaptation of their work to suit their audiences. Finally, with the introduction of Robotics for The Prep School, it is hoped this will allow the school to provide a truly C21st education for our students.

Human and Social Education – students will develop their skills, knowledge and understanding of the Humanities through the framework provided by the National Curriculum (England and Wales) in the Junior & Prep School and through Global Perspectives, History and Geography.

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In the Senior School there is a wide variety of options available at iGCSE and A Level which include History, Economics, Geography Sociology, Environmental Science, Business Studies and Travel & Tourism.

During their studies students will develop the ability to select, analyse and synthesis relevant data and present conclusions concisely and logically. They will also be able to make reasoned arguments and question assumptions, whilst being able to think creatively and critically. They will learn how to communicate effectively, clearly, and accurately with others (both orally and in writing) and they will develop the key skill of being able to work effectively as part of a team, as well as being able to work independently.

Physical Education – we recognise that this area of experience is a vital part of the school curriculum, particularly with the worldwide concerns about childhood obesity and levels of activity. This subject is about learning to move and moving to learn. Students develop skills though a wide variety of age-appropriate physical activities, including games, gymnastics, and swimming. Swimming is a separate subject in our curriculum. As individuals and team members, students will:

- Increase their confidence, moving with increasing control, fluency, and variety.
- Improve their understanding of concepts, rules, tactics, strategies, and compositional ideas.
- Participate in a respectful and responsible way, engaging appropriately and safely.
- Improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle.
- Develop transferable skills promoting physical, cognitive, and social development and become independent, critical, and reflective movers and thinkers.

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In all three schools, football, swimming, volleyball and badminton are available as additional enrichment activities (the Elite Programmes) for those students who are particularly interested in these sports.

Physical Education is compulsory for all students throughout the school and with the introduction of BTEC PE in the Senior School, a future career path for those students who choose to elect this option.

Aesthetic and Creative Education – we address this area of experience through the curriculum in the Junior and Prep School. Art and Design & Music are taught as stand-alone subjects from Year 1 to Year 8, with Drama being integrated within the English programme.

Just as we encourage our students and teachers to see connections between all their areas of experience in school, we see a strong link between the value of the arts and the mental health and wellbeing of our students.

Our Art and Design course gives students a platform to express themselves, sparking their imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences.

Students develop creative skills that will help with many aspects of their future learning and development. They will:

- Learn to see themselves as artists and become increasingly reflective and independent.
- Develop the skills needed to express creative ideas and communicate visually.
- Understand their place and the place of others in a creative, innovative, and interconnected world.

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We teach Art and Design through a broad range of investigative, art-making, and reflective activities. These may include painting, print making, model-making or digital art. We are continually looking for ways to make our Art and Design curriculum particularly relevant to our local Moroccan context, using the resources which we have. Recent visits to The Hussan II Mosque in Casablanca for example, have included studies of Islamic design and decoration.

We teach Drama through English in the Junior School and Prep School and have undertaken numerous successful public performances including, A Christmas Carol & A Midsummer's Night Dream in the 2024 – 2025 academic period.

We teach Music as a separate subject up to the end of Year 8. It is also available as an enrichment activity for Junior and Prep students and is closely integrated with Drama though our various plays and productions.

Our approach to Music is based on our belief that it fosters creativity and builds confidence. It helps students to express themselves and shows them the importance of communication as they learn to connect with other musicians and the audience. They make, understand, and appreciate music from different cultures, times, and places, helping them to develop leadership and collaboration skills as well as self-confidence.

Our Music course is flexible so students can perform through singing and playing musical instruments of any kind, as well as found objects and music technology. We want students to experience music from their own cultures and to explore music from other times and places.

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Curriculum Implementation

The following section of the policy shows how these areas of experience are addressed at each stage of the curriculum through specific subjects. Given that all subjects (apart from Arabic and French) are taught in English, subjects at all levels present further opportunities for developing English language speaking and listening skills. In addition, all subjects at every level present occasions and topics for learning about the opportunities, responsibilities, and experiences of life in British Society.

Early Years Foundation Stage (EYFS)

BISC follows the Early Years Foundation Stage curriculum as outlined by the Department of Education for England and Wales. The framework seeks to provide quality and consistency with an integrated approach to early learning. By following the EYFS framework a secure foundation through learning is set, alongside solid and healthy partnerships with practitioners and parents allowing for equality of opportunity. There are seven key areas of learning within the framework that are considered crucial to a child's learning and development. These are:

- Communication and language
- Physical development
- Personal, social, and emotional development
- Linguistics and literacy
- Maths
- Understanding the world
- Expressive arts and design

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Year 1 to Year 4

Within the Junior section of the school, we follow the Cambridge International Curriculum (enhanced with aspects of the UK National Curriculum) through the following subjects:

- Art and Design
- Digital Literacy (ICT)
- English
- English as a Second Language (where appropriate)
- Music
- Physical Education

For Humanities we follow the requirements of The National Curriculum (England and Wales), whilst we follow the internationally recognised White Rose programme for Mathematics.

For French and Arabic, our curriculum is based on the requirements of the Moroccan National Curriculum and the UK National Curriculum. This was approved and agreed by ISI Inspectorate during the school's last inspection in March 2023.

Year 5 to Year 8

Students follow the Cambridge International Curriculum (enhanced with aspects of the UK curriculum) for the following subjects:

- Art and Design
- English or English as a Second Language (where appropriate)
- Geography
- History
- ICT/Computer Science
- Robotics
- Music
- Physical Education

The mathematics curriculum is based on the White Rose programme. This is because we believe it prepares our students more thoroughly for rigours of the Senior School. For French and Arabic, our curriculum is based on the requirements of the Moroccan National Curriculum.

Year 9 to Year 11

Students study the following core subjects to International General Certificate of Secondary Education (IGCSE) Level:

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- English Language (First or Second Language where appropriate)
- Mathematics
- Biology
- Chemistry
- Physics

The following subjects are also available as options:

- English Literature
- Business Studies
- Computer Science
- Economics
- Geography
- History
- Global Perspectives
- Psychology
- Travel and Tourism
- Environmental Management
- Art & Design
- Academic PE
- Sociology

In addition, students are able to take IGCSE in Arabic, French and/or in their native language (e.g., Spanish or Mandarin).

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Year 12 – Year 13

Students choose either three or four A Levels from the following subjects:

- Arabic
- Art
- Biology
- Business Studies
- Chemistry
- Creative Media
- English Literature
- Economics
- French
- Geography
- History
- Mathematics
- Further Mathematics
- Physics
- Psychology
- Sociology
- Sports Science
- Travel and Tourism

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Special Educational Needs

We admit Students with a broad range of abilities on the basis that we believe they will be able to benefit from our British international style of education.

While all students require the support of their class teachers and their families to learn and achieve well, some students may need additional support, either for short periods of time or throughout their school career if they to reach their true potential. We recognise a variety of barriers which may affect a child's learning:

a. Physical health and incapacity which may affect a child's ability to attend school or to benefit from all that the school has to offer. Some of these barriers will be short-term, for example following a serious illness or accident, while others will be long-term such as Type 1 Diabetes or a hearing impairment.
b. Family circumstances which may affect a child's ability to fully engage in school. This may include family illness, bereavement, or changes in the family structure.
c. Cognitive or psychological issues which may affect a child's ability to cope within the classroom and/or playground and to benefit from education. While some children may have recognised diagnoses from specialists such as Autism or ADHD, others will show signs of struggling with certain aspects of their education in the absence of this.

We support all such temporary or permanent learning needs as well as we are able to.

We operate a system of **Staged Intervention** which aims to provide all children who require it with the correct amount and type of support at the most appropriate time based on a proportionate assessment need.

The Staged Intervention System consists of **four stages,** and we expect that some children will move over time between the different levels.

Stage 1

Class teachers provide a stimulating educational environment with a variety of different activities suited to the age and development stage of the class. The pace and content of the curriculum challenges students to improve their learning without overwhelming them. The classroom environment is nurturing and encourages students to be inquisitive, to be respectful and tolerant of others and to have high expectations of themselves.

Stage 2

Class teachers constantly monitor the progress of their students to ensure that they are making the expected progress. As soon as the teacher becomes aware that a student is not making this progress in one or more areas, using their professional expertise, they will put in place some modifications within the classroom to help the child achieve the same learning objectives as their peers.

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In EYFS, The Prep School, a Classroom Intervention Plan will be developed which details these modifications. This information will be shared with parents and then reviewed at an appropriate time. Any specialist teachers working with the class will be made aware of the plan, as will the Specialist Educational Needs Coordinator (SENCO).

Stage 3

If the child needs more support than can be provided by just the class teacher, the SENCO will assess the child's needs. In most cases this will lead to the development of a Child Action Plan which will include specific targets and the involvement of a wider range of adults from inside or outside the school in addition to the class teacher, including parents, the SENCO, and members of the Senior Leadership Team. The Child Action Plan will be reviewed on a termly basis and new targets devised as necessary and will be overseen by the SENCO.

Stage 4

If it is apparent, following assessment, that the child's learning and/or social interaction is too far adrift from their peers for them to have the same objectives as their peers, an Enhanced Child Action Plan will be developed. This will involve some individualised teaching and the targets will be specific to the child. The

child will spend most of their day in the classroom with their peers. A wide range of adults will be involved in delivering the plan which will be reviewed on a termly basis and overseen by the SENCO.

The Staged Intervention process is focused on the role of the class teacher and their professional expertise in meeting the needs of all children within their class, with the support of others as required.

Whilst many children's needs will be identified by their class teacher, there may be some children whose needs are identified through the Admissions Process including those who have already been diagnosed with a pre-existing medical condition. These children should be assessed by the SENCO prior to admission to identify what support the child will need to take full advantage of the educational opportunities available.

For most children who are identified as having SEN, their needs can often be met by the class teacher and some specialist input from Classroom Teaching Assistants, EAL specialists and the SENCO. Adaptive equipment such as coloured reading screens, ICT with specific learning programmes, writing slopes etc. may also be used to improve the child's learning.

However, on occasions, a child may be assessed as requiring additional resources which cannot be met from within the school's current capacity. This may include additional 1:1 Teaching Assistant support, personal laptop/iPad and or any other specialist equipment. The cost of these additional resources will need to be met by the parents.

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Personal, Health, Social, Citizenship and Economic Education

In EYFS we deliver PHSCE through the curriculum and numerous interactions with the class teacher. In the Junior School we deliver PHSCE Schemes of Work based on those provided by The UK PHSCE Association (www.pshe-association.or.uk) with the core themes of Health and Wellbeing, Relationships and Living in the Wider World. In the Prep and Senior School we cover the PHSCE programme through our weekly lessons and assemblies, which are often focused on a specific topic such as the Environment.

Moroccan law does not permit us to discuss areas such as homosexuality, civil partnership, and so this prohibits us from encouraging respect for other people in *all* protected categories. The provision of PHSCE throughout the school however does reflect the school's aim and ethos by encouraging respect to all other people, paying particular respect to the protected characteristics of age, disability, marriage, pregnancy and maternity, religion, and belief as set out in the Equality Act 2010.

All students receiving senior education have access to accurate and up-to-date careers guidance which is presented in an impartial manner. This enables them to make informed choices about a broad range of career options and so encourages them to fulfil their potential.

Preparation for Life in British Society

We believe that our curriculum, both explicitly and implicitly, develops very well the values, skills, and behaviours that young people need to get on in life, as well as allowing all students the opportunity to learn and make progress.

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Our curriculum is rich and challenging throughout the school and we continually aim to improve it in every way possible and an example of this is the introduction of Law, Robotics, History and other associated examination subjects into our academic programme.

Equally, we provide a wide range of interesting and absorbing extracurricular activities. Our sports include basketball, football, gymnastics, badminton, volleyball swimming, and Zumba. Our aesthetic and creative activities include art, drama, film societies and music.

High profile athletic and aesthetic endeavours, such as sports competitions and school plays, also develop resilience, tenacity and determination as students learn to try and not give up after the first failure.

Monitoring, Evaluation and Review

The School Board will review this policy annually through The Headmaster.

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