Curriculum Intent Policy

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At the International School of Morocco, our curriculum is centred around the holistic development of every child, guided by both the school's values and British values. Through our focus on spiritual, moral, social, and cultural development (SMSC) and emotional growth, our students flourish both as individuals, and as a cohesive community.

As far as we are able, within the bounds of Moroccan law, the curriculum of ISM does not undermine Fundamental British Values; we do not discriminate on the basis of Protected Characteristics. Some areas of Science and PSHE are amended as provision to act within the bounds of Moroccan law.

We prepare our students for the opportunities, responsibilities, and experiences of life in a British society through a diverse and inclusive UK National Curriculum, catering to the unique needs and interests of each child. Our lessons in music, sports, arts, humanities, and science are designed to progressively build upon prior knowledge and skills, fostering deeper levels of critical thinking.

We believe in preparing our students for lifelong learning by providing them with relevant and purposeful experiences that will help them succeed beyond their academic years. We empower our students to become responsible, reflective, and resilient learners, essential qualities for achieving success in life.

Our curriculum is designed to challenge every student to 'Dare to Dream' by expanding their imagination and creativity, pushing them to explore possibilities beyond their current experiences. Ultimately, our goal is to help every child 'Be the Best they Can Be' in all areas of their lives, making our curriculum highly aspirational and supportive of all learners.

ISM Curriculum Implementation

At the International School of Morocco, we are committed to following programmes of study meeting the objectives required by the British National Curriculum 2014. ISM curriculum is designed on a rolling two-year plan to guide our teaching and learning. We desire our children to develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting, and challenging curriculum. We provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding, whilst focusing on depth of learning and mastery of content in core learning areas. This enables teachers to ensure pupils have mastered the content before accelerating into new material.

The curriculum at ISM aims to captivate and stimulate children by fostering links between subjects, skills, and knowledge. Each term or half term, a central theme is explored through high-quality literary texts to nurture children's mastery and enjoyment of the English language. Lessons in all subjects are arranged to build on and deepen previous learning, with clear progressions of skills and knowledge throughout

the school. Students are encouraged to articulate their learning and comprehend how it applies to their lives.

The ISM Mathematics curriculum is rooted in the principles of mastery, prioritising fluency, reasoning, and problem-solving. Units are blocked to allow for extensive mathematical thinking, and skills progress in a logical manner from prior learning. The concrete-pictorial-abstract (CPA) method is used to facilitate visualizations and assist students in accessing concepts.

The curriculum is based on high expectations and quality-first teaching. Every teacher is supported to teach students with special educational needs, including professional development for specific needs as required. For some students, a personalised approach is implemented (IEP) to ensure success while maintaining challenge.

Although the ISM curriculum adheres primarily to the UK National Curriculum, it is enriched by additional learning opportunities. Arabic, Islamic Instruction, and French classes are taught by specialist teachers, following curriculum approved by the Moroccan Ministry of Education.

Additional learning opportunities at ISM also include direct instruction on social, emotional, and mental health, mindfulness and relaxation strategies, entry and exit points, field trips, and other real-life experiences. The curriculum is further augmented by enrichment weeks/days, such as Anti-bullying Week, Heritage Week, Keeping Safe and Well Week, Book Week/Storytelling Week, and Subject weeks (e.g., Enterprise Week, Science Week, Arts Week).

The ISM curriculum undergoes planned evaluation and revision prior to each year of the rolling program, and is adapted as needed to the needs and challenges of each student cohort. Nonetheless, it is always taught in a creative, enjoyable, and relevant manner.

ISM Curriculum Impact

We measure the success of our curriculum by evaluating the extent to which our students have acquired new knowledge, understanding, and skills that they can recall and utilise fluently. This includes:

- Fostering a sense of value and care for the environment and each other, empowering children to make a positive impact within their communities
- Developing children who are both independent and collaborative learners, confident in their ability to ask questions
- Ensuring pupils are well-prepared for transitions within and beyond the school
- Supporting every child in their transition to their preferred secondary school provider
- Providing lessons that challenge students at an appropriate level that they can embrace
- Ensuring that all students make good progress, regardless of their individual starting points
- Raise achievement through a commitment to high standards and expectations
- Provide active, co-operative, and independent learning through dynamic and high-quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others

- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our growing diversity and work in partnership with parents, children and the wider community

We use the following methods to measure our success:

- Outcomes in KS1 and KS2 tests
- In-school attainment tracking
- Attendance data
- Behaviour logs
- Engagement in enrichment activities
- Pupil voice, including questionnaires, Student Council meetings, and meetings with the Head of Teaching and Learning
- Head of Teaching and Learning oversight, including lesson visits, scrutiny of books, assessment, pupil interviews, and questionnaires
- Director monitoring

Learning at ISM

Our philosophy at ISM is centred around valuing and respecting every child for their unique contributions to the learning environment. Our goal is to build upon their existing knowledge, experience, and skills and to create an environment that fosters the highest quality of learning. We believe that the learning and teaching at The ISM should equip students with a toolkit of transferable skills that will enable them to become lifelong learners, as well as providing them with the skills and knowledge they need to function positively in both their present and future lives.

We aim to organise our curriculum through an integrated cross-curricular approach, utilising a variety of teaching styles. We recognize that no single teaching style is suitable for all purposes; therefore, we employ a range of approaches, including teaching the class as a whole, teaching small groups or individuals, and encouraging pupils to take responsibility for directing their own work.

The Importance of Play

We understand that during their early years, children learn most effectively through carefully designed play activities, both indoors and outdoors. Play is a highly effective means of learning that results in pupils being able to learn with a sense of enjoyment and challenge. This approach to learning by "doing" is a continued practice throughout the school, with learning being practical, physical, and, wherever

possible, taking place outdoors. Additionally, pupils are actively engaged in purposeful tasks that have real-life applications, such as running a café or setting up a museum.

Learning Together

At ISM, talk partners or buddies are utilised in all classrooms to facilitate effective learning. When the teacher poses a question, children are given an opportunity to reflect on their response, discuss it with their partner, and possibly be selected at random to present their answer to the rest of the class. This approach has been proven to enhance participation and active learning based on research. We have adopted numerous teaching and learning techniques from the Shirley Clarke research project, including the use of peer feedback to give children the opportunity to evaluate each other's work using agreed upon criteria. Therefore, you may come across some work in your child's books that has been evaluated by their peers.

Growth Mindset

At ISM, we believe that any child can achieve in anything they put their mind to. This ideal is based on the sound understanding that intelligence is expandable, meaning that you are not born with a set amount. This concept is known as growth mindset. A growth mindset has become an accessible concept for the way learners need to feel about themselves and their abilities to be successful learners (Carol Dweck, 2016).

A fixed mindset is the result of a continual focus on your ability rather than your achievement and effort. Praise to young children reinforcing ‘cleverness’ or intelligence and exclaiming over speed of mastery gives a clear subliminal message: to get approval you need to master new things quickly, with little effort, both of which will earn you the ‘clever’ label. The more your ability, your speed and lack of effort are praised, the more you don’t want to lose that position of greatness, so the less you want to engage in tasks which require time or effort or might lead to some kind of failure. People with fixed mindset avoid challenging tasks for fear of failure, thus missing many valuable learning opportunities (Shirley Clarke, 2014).

Fixed mindset **(performance orientation)**	**Growth mindset** **(learning orientation)**
Intelligence is static *I must look clever!*	Intelligence is expandable *I want to learn more!*
Avoids challenge	Embraces challenge

Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
Likely to plateau early and achieve less than full potential	**Reaches ever-higher levels of achievement**

It is clear that a belief that your intelligence is limited is a critical barrier to children's learning and therefore we speak to the children about this concept. We don't accept children saying that 'they can't do something', instead turning this around to explain that 'they can't do it yet'. Our praise language that we use with children is extremely important in developing the right culture and this therefore focuses on achievement and effort.

If you would like some practical tips in supporting growth mindset at home, please have a look at the resources below:

Help your child try new things - Cbeebies

Achieving Potential

Our goal is to enable each child to reach their full potential. As we acknowledge that children come to school with varying backgrounds and experiences, we strive to provide them with the necessary resources to achieve their full potential. At ISM, we value the unique talents of every child and celebrate their accomplishments, both in and out of school. Additionally, we understand that some children may require additional support, and we make every effort to accommodate the needs of all our students.

Overcoming Barriers to Learning

All students at ISM are supported and scaffolded by their teachers and other staff to participate in all areas of the curriculum.

The school seeks to meet the additional education and other needs of pupils at to help them overcome barriers to learning by:

- Promoting positive behaviour
- Promoting pupil engagement
- Providing individual learning support and interventions

Gifted and Talented

At ISM, we strive to encourage every child to set high goals for themselves and reach their full potential. To achieve this, we provide appropriate challenges in class and acknowledge effort, perseverance, and tenacity. For those children who exhibit academic excellence, we offer additional challenges to enhance their comprehension and help them apply their abilities to different areas of the curriculum. We encourage children to share any certificates, medals, or accolades they earn through extracurricular activities as many children exhibit remarkable abilities that we want to acknowledge and encourage.

Learning English as an Additional Language

At ISM we celebrate the range of languages the children bring to the school and the contribution this makes to our cultural diversity. 96% of the school speak another language at home. We encourage children to speak their home language at home and to read and write in it as well.

At home you can:

- Count regularly – in different steps, count objects, by rote, groups objects, forwards and backwards, break the chain
- Play lots of games with your child
- Do cooking with your child
- Go to the shops and count out the fruit, pay for small amounts etc
- Spot numbers out and about

At ISM we:

- Have high expectation for EAL learners
- We help children to become more independent speakers and listeners through modelling and prompting specific language and structures
- Encourage collaborative and paired activities where talk is central to learning
- Ensure that EAL children are placed where they will have clear access to visual aids
- Differentiate tasks according to cognitive rather than linguistic ability
- Provide some first language labelling around the classroom and school, where appropriate
- Ensure suitable context for all classroom activities
- Use illustrations, artefacts, demonstrations, and first-hand experience to convey concepts
- Use story maps, writing-frames, sequencing sheets, Talk for Writing etc. to support learning
- Use suitable reading schemes/materials which relate to the everyday life of pupils and which do not introduce unfamiliar vocabulary too quickly
- Provide good language models
- Use key visual aids (grids, charts surveys etc.) to present information

- Provide a list of key words for lesson/topic, start to use individual word books where applicable, and pre teach topic vocabulary
- Use appropriate questioning, taking into consideration the children's experience of language and their comprehension skills
- Use practical activities to support learning
- Give regular and appropriate oral and written feedback on a child's use of English including sensitive, positive correction

Making Good Progress

Ongoing Assessment

Throughout the school, children are constantly assessed to ensure that their needs are being met. Pupils are involved in this assessment through self and peer assessment. Two parent/teacher consultation days are held, one in each of the Autumn and Spring Terms, where children's progress is discussed.

Formal Assessments

Early Years Foundation Stage (EYFS)

As with all early years providers, we complete an EYFS profile for each child in the summer term. The main purpose is to provide an accurate assessment of individual children at the end of the EYFS. The profile describes each child's attainment against 17 early learning goals (outlined in the Development Matters Documentation), together with a short narrative about their learning characteristics.

KS1 and KS2

Children in Years 2 and 6 take statutory Standard Assessment tasks in English and Maths. Year 1 children take the phonics screening check in the Summer Term, the results of which are reported to parents. Each year, every child's progress is reported to parents in a written Record of Achievement at the end of each of the three school terms.