



Name of Policy:	Primary Curriculum Policy
Applicable to:	Primary School
Written by:	PLT
Effective date:	February 2024
Date of next review:	June 2026

NCBIS Mission Statement

To be a caring, internationally-minded learning community guided by the philosophy of High Performance Learning and a commitment to continuous self-improvement and reflection.

Purpose and Scope of Policy

At NCBIS in the Primary School, our curriculum policy is deeply rooted in the principles of High Performance Learning (HPL) while also being linked to our assessment and inclusive learning policies. We proudly appreciate the diverse demographic of our student population, recognizing the value of each individual's unique background and experiences. Our commitment to "Bringing out the best in everyone" drives our curriculum design and implementation.

High Performance Learning (HPL) is the foundation of our teaching and learning approach. It focuses on developing students' cognitive abilities, character traits, and meta-skills to help them reach their full potential. Our curriculum integrates HPL principles into every aspect, fostering the acquisition of knowledge, critical thinking, creativity, and character development.

Assessment plays a vital role in our curriculum. We employ ongoing assessment and feedback to monitor student progress, provide guidance, and ensure accountability. Formative and summative assessments guide instructional strategies and help evaluate student achievement.

Inclusive learning is central to our curriculum policy. We strive to create a stimulating and inclusive learning environment that values diversity and promotes equality of opportunity for all students. Our curriculum embraces differentiation strategies, accommodates diverse learning styles, and supports students with special educational needs or disabilities.



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The aims of our curriculum are to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The Head of Primary will ensure that:

- All elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed;
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually;
- Where appropriate, the individual needs of students are met through the Inclusive Learning department, whether through push-in or pull-out sessions;
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve;



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- The Principal and Board of Directors are fully involved in decision making processes that relate to the breadth and balance of the curriculum.

The Principal and Board of Directors will ensure that:

- They consider the advice of the Head of Primary when approving this curriculum policy and when setting targets;
- That progress towards annual targets are monitored;
- That they contribute to decision making about the curriculum.

Deputy Head Academic Primary will ensure that:

- They have oversight of curriculum structure and delivery within each department and subject;
- Detailed and up-to-date curriculum documents, schemes of work, programmes of study are in place for the delivery of subjects within each key stage;
- Curriculum overviews, schemes of work, knowledge organisers, programmes of study and curriculum handbooks are monitored and reviewed on a regular basis;
- Levels of attainment and rates of progression are monitored and discussed with Heads of Department on a regular basis and that actions are taken where necessary to improve these;
- Organise the timetable, support and logins for all standardised assessments throughout the academic year.

Phase Leaders and subject coordinators will ensure that:

- Long term and medium term planning is in place. Such schemes of work will be designed using the school guidance and will contain curriculum detail on: content, expectations, learning objectives, learning outcomes, learning activities, differentiation and resources;
- There is consistency in terms of curriculum delivery. Schemes of work and programmes of study should be in place and be used by all staff delivering a particular subject.
- Assessment is appropriate to the subject and the students following particular schemes. There should be consistency of approach towards assessment;
- They keep the Heads of Primary and Deputy Heads Academic Primary informed of proposed changes to curriculum delivery;
- All relevant information/data is shared with Year Groups
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion;
- They share best practice with other colleagues in terms of curriculum design and delivery;
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility;



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Teaching staff and Inclusive Learning staff will:

- Ensure that the school curriculum is implemented in accordance with this policy;
- Ensure short term planning is in place for all subjects;
- Keep up to date with developments in their subjects;
- Keep accurate and timely records of student progress, targets and concerns using department systems and Engage.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students;
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum;
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them;
- Work in partnership with the Phase Leaders to develop and provide an appropriate range of curriculum opportunities and resources.

Students will:

- Be expected to complete all work (both classwork and homework) set by their teachers by the expected due date and to the expected standard;
- Follow the guidance and instructions of their teachers, ensure that they are aware of their current attainment and what they need to do to reach their targets;
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly;

Parents and Guardians will:

- Support their child's learning by following the school's policies;
- Be consulted about their children's learning and in planning their future education;
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- Be informed about the curriculum on offer and understand the rationale behind it;



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Organisation and planning

Our curriculum is based on the National Curriculum for England with adaptations having been agreed and made to tailor the curriculum to the school context and to actively promote STEM learning and Global Citizenship. Learning is organised into topics with meaningful cross-curricular links being made through projects and lines of inquiry. Our students are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for their next stages of learning and enable them to be successful in the community, becoming global citizens who contribute positively to the wider community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively and expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in addition to focussing on the global goals for sustainability in order to prepare our students for life as global citizens. This policy makes reference to our UK National Curriculum for England 2014 and the Early Years Foundation Stage Curriculum.

Curriculum

Overall curriculum coverage can be viewed using the following documents:

1. Whole School Topic Overview – shows topics and themes covered in each year group
2. Subject Specific Curriculum Overviews - Maths, English, PSHE, PE, MFL, Computing , Music
3. Year Group Medium Term Plans – showing weekly objectives that will be taught for subjects for each topic
4. Parent Overviews – Showing main subject coverage across all subjects within each topic.
5. Weekly plans for each subject taught in each year group

Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets with students and plan challenging work for all groups, including:

- potential high achievers;
- students with low prior attainment;
- students with inclusive learning needs (SEND);
- students with English as an additional language (EAL);



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Teachers will plan lessons so that all students can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Monitoring, evaluation and review

The Board of Directors will receive an annual report from the Head of Primary on:

- The standards reached in reading and mathematics compared with international, UK and GL value added benchmarks;
- The number of students for whom the standard curriculum was disappplied and the arrangements that were made;
- The ACLT will review this policy as appropriate and assess its implementation and effectiveness;

The policy will be promoted and implemented throughout the school.

Curriculum Review

As part of the review process changes to the curriculum are proposed – Removal of current subjects, changing of syllabus or examination board, introduction of new courses.

These changes should be based on the following:

- A clear identified need to improve student attainment (Based on examination results, baseline and value-added data etc.);
- To provide greater choice or introduce a new field of study (e.g. Drama);
- To take account of changes to the curriculum etc. (Changing from ICT to Computer Science).
- In the first instance the change is normally raised by the subject leader to the Deputy Head Academic in September.

Any proposed change must take into account the following:

- The teaching commitment (time, qualifications, experience);
- The resource required to run the course (Books, trips, capital expenditure);
- Rooming and logistical requirements;
- How does it fit within NCBIS' academic ethos?
- Is there a need or desire amongst the student body?



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Once proposed the Deputy Head Academic takes change to the Primary ACLT for discussion. If agreed the Head will then take the proposal to the Board of Directors before the start of the following term. If agreed, the changes will be implemented at the start of the next term.

Links with other policies

This policy links to the following policies and procedures:

- HPL
- Assessment Policy
- IL Policy



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