

<b>Name of Policy:</b>	NCBIS Curriculum Policy
<b>Applicable to:</b>	SecondarySchool
<b>Effective date:</b>	January 2025
<b>Date of next review:</b>	September2026
<b>Amendment date</b>	<b>Amendment</b>
<b>March 2025</b>	All Primary sections removed Option choices updated to current curriculum Appendix removed as not relevant

## NCBIS Curriculum Policy

### ● **School mission, vision and values**

#### ○ **Vision**

In 2027 NCBIS will be the first school of choice in Cairo, providing unrivalled experiences that will enable all students to follow their passions and become successful, caring citizens and leaders in tomorrow's world.

#### ○ **Mission**

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.

#### ○ **Values**

Nurture	Community Minded	Bravery	Integrity	Self-Reflection
School is a safe place where we promote equality and justice and develop empathetic learners to grow emotionally and intellectually.	Take pride in being part of something bigger than yourself. Choose compassion and forgiveness and demonstrate generosity.	Stand up and be counted and stand for others, be risk takers learning from mistakes and showing resilience.	Be responsible for your own actions and behave honestly, respectfully and ethically.	Understand and develop self-awareness and consciousness about behaviour, thoughts, attitudes and motivation and have the courage to change.

### Purpose and Scope of Policy

NCBIS commits to the design, articulation, publication and ongoing implementation of schemes of work within a curriculum that takes into account the ages, aptitudes and needs of all students. The curriculum implemented at NCBIS will provide appropriate support for students with special education needs, (including those associated with higher ability) and English language support needs, whether or not those needs are articulated in a formal plan. NCBIS commits to providing within its curriculum, opportunities for all students to be taught in the core subjects of English Language, Arts, Mathematics, Science, Social Studies, Personal, Social, Health and Economic Education, World Languages, Visual and Performing Arts, IT and Computer

Science, and Physical Education, aligned with and assessed according to accredited standards, as well as the provision of opportunities for electives and co-curricular learning experiences outside the core subjects.

## Aims

The aims of our curriculum are to:

- Provide a broad and balanced education for all students;
- Enable students to develop knowledge, understanding and skills;
- Support students' spiritual, moral, social and cultural development;
- Support students' physical development and responsibility for their own health;
- Promote a positive attitude towards learning;
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals (secondary);
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment.

## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. ([Full IB learner profile](#)) Though we are an IBDP school, rather than an IB through school, the learner profiles are still a key component which shapes and defines what we do everyday, throughout the whole school..

## Roles and responsibilities

*The Head of Secondary 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.
- The Principal and Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum;

- The governing body is advised on statutory targets in order to make informed decisions.

*The Principal and Governing Body will ensure that:*

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

*Deputy Heads Academic Secondary/IB Coordinator will ensure that:*

- S/He has oversight of curriculum structure and delivery within each department and subject.
- Detailed and up-to-date curriculum guides, schemes of work, knowledge organisers, programmes of study, curriculum handbooks (any/all as appropriate for key stage) are in place for the delivery of subjects within each key stage.
- Curriculum Guides, 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.
- Line manage and support the Examinations officer in conducting both internal and external examinations

*IB Coordinator will ensure that:*

- S/He has oversight of curriculum structure and delivery within each IBDP subject.
- Detailed and up-to-date schemes of work, Programmes of Study and the KS5 Curriculum handbook are in place for the delivery of each IBDP course.
- IBDP schemes of work, Programmes of Study and the KS5 Curriculum handbook are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression of IBDP students are monitored and discussed with Heads of Department on a regular basis and that actions are taken where necessary to improve these.
- Oversee relevant IB CPD to ensure that all teachers are appropriately trained.
- Keep the Heads of Primary/Secondary, Deputy Heads Academic, Heads of Department, Year Group Leaders and Teachers up to date of any relevant changes to IB regulations, entry dates etc.
- Support all staff in the use of Managebac, Kognity, MyIB etc. (as appropriate).

*Heads of Departments and subject leaders will ensure that:*

- Long term and medium-term planning is in place for all courses. 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 course.
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- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.

- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the Heads of Secondary and Deputy Head Academic Secondary informed of proposed changes to curriculum delivery.
- All relevant information/data is shared via the school's MIS team, this includes meeting deadlines related to exam entries etc. (*Secondary*);
- 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.

*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 both using own/department systems and the school's MIS.
- 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.
- Ensure that KS5 unit plans are present and accurate on Managebac (*Secondary*);
- Work in partnership with the Heads of Departments and other agencies 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.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 3, 4 and 5.

*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.
- Be informed of any decisions to change the setting of their children.

## **Monitoring, evaluation and review**

The governing body will receive an annual report from the Head of Secondary on:

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- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the standard curriculum was disapplied and the arrangements which 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.

## **The process of changing the curriculum**

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. Graphics);
- 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' overall curriculum aims and objectives?
- Is there a need or desire amongst the student body?

Once proposed the Deputy Head Academic takes change to the Secondary ACLT for discussion. If agreed the Head will then take the proposal to the Board of Governors before the start of term 2. If agreed, then the changes are incorporated into the options process for the next academic year which starts at the beginning of term 2.

## **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:

- More able students.
- Students with low prior attainment.
- Students with inclusive learning needs (SEN);
- Students with English as an additional language (EAL);

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.



## SECTION 2 - Secondary School Specific

### Policy Statement

As a British International School, Secondary students follow an enhanced version of the National Curriculum for England, with adjustments made to take account of our international setting. The Secondary school is divided into age related Key Stages with different curricula offered to each key stage to reflect the developmental progress of each student.

The Secondary school accepts students from the Primary school into Year 7 and fully accepts students from the Dutch School (which follows the Dutch Curriculum with elements Primary curricula) in Year 8 (In Year 7 Dutch students join Secondary School students for some subjects ie Science, Music and Physical Education).

#### Key Stage 3

The subjects delivered at KS3 are largely based on the English National Curriculum, but have been specifically tailored to suit the international setting of NCBIS. This involves selecting suitable examples that our students can relate to without losing that quintessentially British component of our curriculum. The KS3 curriculum in all subjects is built with the idea of preparing our students for the rigor of IGCSE whilst allowing them the opportunity to enjoy their learning.

#### Key Stage 4

This encompasses Years 10 and 11 and culminates in the world-recognised IGCSE/GCSE examinations in June of Year 11. These examinations are seen as respected qualifications around the world and make a valuable academic platform for studying the IB Diploma or International A Levels in Years 12 and 13. At Key stage 4, all students study at least eight subjects, including the core subjects of English Language, English Literature, Mathematics and a foreign language of their choice. They are encouraged to take a broad and balanced range of optional subjects including at least two sciences, a humanities subject (History, Geography, Travel & Tourism or/and Business Studies) and a creative subject (Art, Music, Drama), an examination course in Physical Education is also available. The curriculum also includes PSHE (Personal, Social and Health Education) and "Life Skills". Most of our IGCSE courses follow the Pearson Edexcel exam specification.

#### Key Stage 5

The IB Diploma Programme and International A Levels are widely recognised as the most challenging programmes world wide for KS5 students. We believe that these are the appropriate courses for our students as they best serve the needs of our international community. They offer a broad and balanced curriculum and provide students with a wide-ranging set of options for university and future careers. We are proud that our Year 13 graduates go on to some of the best universities in the world. Equally importantly, students learn the essential life skills of time-management, empathy, international mindedness, communication, problem solving, critical thinking, leadership and team-work.



Key Stage	Academic year	Approximate age of students	Curriculum offered
3	7 - 9	11-14	Enhanced National Curriculum for England
4	10-11	14-16	Enhanced National Curriculum for England General Certificate of Secondary Education (GCSE) International General Certificate of Secondary Education (IGCSE)*
5	12-13	16-18	International Baccalaureate Diploma Programme International Baccalaureate Certificates ** International A Levels (As and A2)

\* IGCSE and GCSE courses are externally examined subjects provided by either Pearson or Cambridge International Examination boards

\*\* The International Baccalaureate Diploma Programme is NCBIS's university entrance course (see below). Students who are unable to achieve the full diploma are entered for individual IB subject certificates.

## Subjects offered in each Key stage

The curriculum offered at NCBIS is designed to provide a continuous and coherent programme of study with subjects offered in the lower key stages providing the foundations for further study at Key Stage 4 and 5. The subjects currently offered at each key stage are below:

Key Stage	Compulsory Subjects	Optional Subjects
3	Mathematics, English, Science, History, Geography, Art, Computer Science, Drama, Music, Life Skills, Personal, Social and Health Education and Physical Education	Students choose 2 languages from the following: MFL Arabic, Standard Arabic, MFL French, MFL German and MFL Spanish
4	Mathematics, English Language, English Literature, Core Physical Education and Personal, Social and Health Education	2 sciences from: Biology, Chemistry, Computer Science and Physics And 4 other subjects from the following list of subjects: Standard Arabic, MFL Arabic, MFL French, MFL Spanish, Biology, Chemistry, Computer Science, Physics, Art (Fine Art), Drama, Physical education, Business, Travel & Tourism
5	IBDP	<b>Group 1</b> Student choose 1 from: HL/SL English Language and



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	Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and an Extended Essay	Literature A, HL/SL English Literature A or SL School supported self-taught Language A
		<b>Group 2</b> Student choose 1 from: HL/SL Arabic B, HL/SL French B, HL/SL German B, HL/SL Spanish B, SL French ab initio and SL Spanish ab initio
		<b>Group 3</b> Student choose 1 from: HL/SL Business Management, HL/SL Economics, HL/SL Geography, HL/SL History and HL/SL Psychology
		<b>Group 4</b> Student choose 1 from: HL/SL Biology, HL/SL Chemistry, HL/SL Computer Science, SL Sports, Exercise and Health Sciences and HL/SL Physics
		<b>Group 5</b> Student choose 1 from: HL/SL Mathematic (Applications and interpretation) and HL/SL Mathematic (Analysis and approaches)
		<b>Group 6</b> Student choose 1 from: HL/SL Music, HL/SL Theatre, HL/SL Visual Arts or an additional subject from either Group 3 or 4
	International A Level	3-4 A Levels from: Maths, Business, English Literature, Economics, Psychology, Biology, Chemistry, Physics, Art, Travel & Tourism, Geography, History.