

Education is the passport for the future, for tomorrow belongs to those who prepare for it today.

Malcom X

Curriculum Philosophy

International British School of
Alexandria.

Curriculum Philosophy

Key Stages EYFS, 1, 2 & 3 (Early Years Foundation Stage to Year 9)

Curriculum Philosophy

We know that the skills that our parents needed when they left school are not the skills that our students will need when they leave. The world, education and our students are constantly and rapidly developing.

Here at the IBSA, our culturally rich curriculum focuses on, acquiring knowledge, skills, abilities, and character development for the future. This is achieved through a curriculum that facilitates a holistic approach to learning through a breadth of experience combined with a depth of study. Our curriculum is based on the National Curriculum of England and Wales often shortened to the British Curriculum. We incorporate key elements for Egypt, to ensure it is culturally appropriate and contextually valid for our students. It aims to develop the students' confidence, skills and attributes that will enable them to live happy, healthy, and successful lives as global citizens in the 21st century. Our school vision and mission encapsulate our aims for the students.

SCHOOL VISION

We aim to inspire and guide students to become outstanding citizens of the world, with high aspirations and the drive and determination to advance themselves, for the benefit of others, their community, and their country.

Mission

The IBSA mission is to educate all students to achieve their individual potential as well-rounded, lifelong learners and empower them to become compassionate, confident, and responsible global citizens.

Our key vision for IBSA students

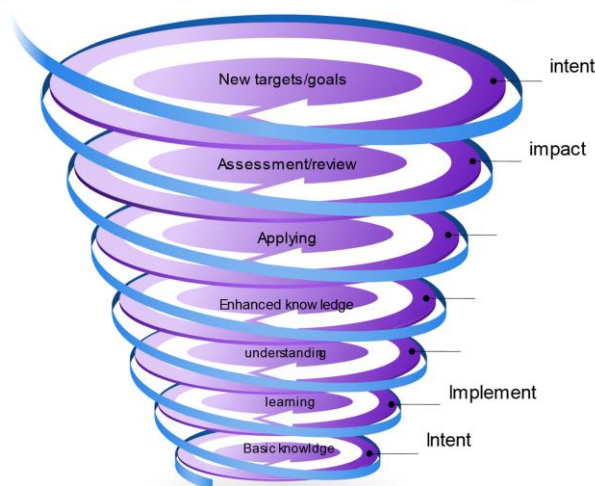


Curriculum Organisation

A full breakdown is given in each curriculum policy document. However, a brief outline is as follows.

The curriculum outlines the key knowledge, skills, and abilities that students need to learn over their time in the school to be successful; this then drives what we teach, how we teach, and the learning we assess. The curriculum is based on subjects of study, each with their own objectives. However, together with the pastoral support and additional cultural support they form the key experiences the students will be offered at the school. A challenging and character-building curriculum requires students to think deeply about subjects and lesson content and make connections and contextualise this learning so they can apply it successfully within their expanding experience. So, the level of challenge in the curriculum sets the level of challenge in our classrooms. The level of challenge in the classroom sets the level of challenge for the students. This is spiral curriculum is designed to enable the student's knowledge to grow and expand as they mature and develop.

Subject development and knowledge acquisition



We want our curriculum to be challenging in its depth and breadth this ensures effective teaching and learning so that:

- All students regardless of their abilities can engage fully in the curriculum content.
- All students acquire knowledge which they can apply and take them beyond their own immediate experience.
- All students are striving for their future success.
- All students acquire academic, subject-specific vocabulary so they can talk confidently and accurately about what they have learnt.
- All students appreciate the value of each subject and content of lessons and understand that subjects are a unique way of viewing the world.
- All students feel confident that at every stage they have the knowledge, skills, and abilities to move forward to the next stage including progression to higher education.
- All students are equipped with the knowledge, skills, and experiences to become good citizens and lifelong learners.

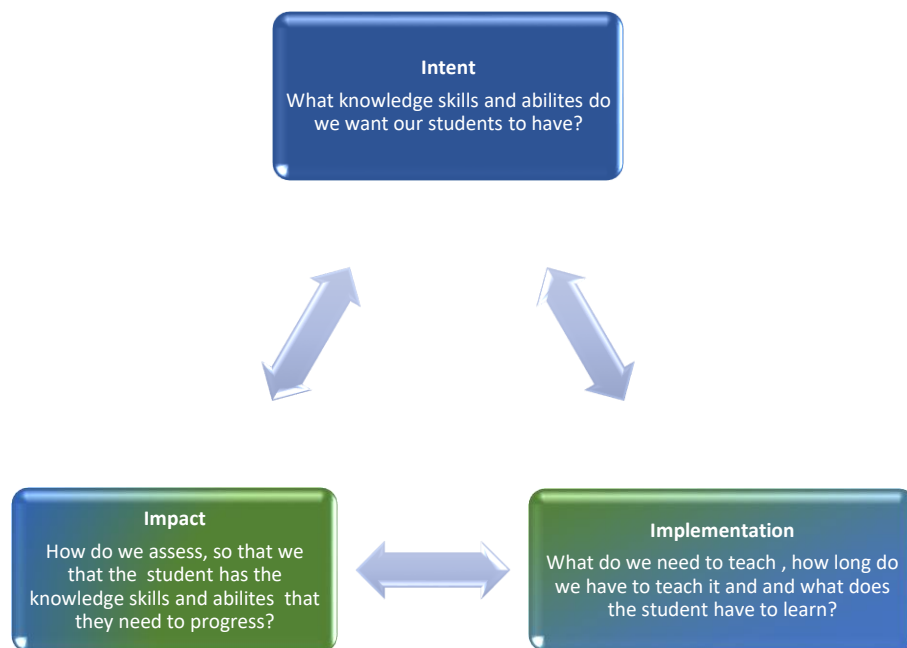
For example, in Early Years

Three characteristics of effective teaching and learning identified in EYFS are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’.
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Curriculum Approach.

To achieve a broad and balanced curriculum we approach it through 3 I’s. These are Intent, Implementation and Impact.



To achieve this, we intend to develop a set of curriculum principles to drive our work with this:

- The academic curriculum provides a map through all key stages that direct our intention as to what knowledge should be taught and when and how it should be taught. However, this will also allow some flexibility for teachers to respond to the differing needs of their classes as identified through detailed assessments.
- The curriculum is taught coherently in a step-by-step sequence that allows for the building of incremental development of knowledge within each subject/topic.
- Core knowledge required for understanding is explicitly taught enabling students to make sense of the information they are being given.

- Breadth and depth of factual knowledge are vital as a prerequisite for skills such as critical thinking, creativity, evaluation, and analysis.
- Learning and performance are not confused. Curriculum design supports real learning which requires durable changes to long-term memory.
- New vocabulary is incorporated into curriculum planning, explicitly taught, and referred to often.
- Enrichment broadens students' experiences, helping them to make sense of the world around them, and enables them to acquire the confidence and skills they need to succeed.

We implement this through our curriculum model:

The Curriculum Model

The Curriculum model is broad and balanced consisting of subjects that meet the National Curriculum requirements. The curriculum is taught across a number of contact hours each week. (25 for EYFS and 30 for Key Stages 1 to 3).

EYFS: FS1: Key Developmental Areas (25 hours per week, balanced across the areas)

Understanding the world.	Mathematics.	literacy	Communication and language (incl. Arabic, 2).	Physical development.	Expressive arts and design.	Personal, Social and Emotional development.	Total
4	5	5	6	1	2	2	25

EYFS: FS2: Key Developmental Areas (25 hours per week, balanced across the areas)

Understanding the world.	Mathematics.	literacy	Communication and language (incl. Arabic, 2.5).	Physical development.	Expressive arts and design.	Personal, Social and Emotional development.	Total
3	3	5	10	1	2	1	25

KS1: Years 1 - 3 Subjects (35 Lessons per week- 50 / 60 minutes)

English	Maths	Science	Arabic	Art	Music	History	French	Total
5	5	2	2 (yr. 1) 3 (yr. 2)	2	1	1	2	35
Geography	RE	DT	PE	PSCHE/C4L	NS	ICT	Drama	
1	1	1	1	1	1	1	1	

KS2: Years 4 Subjects (35 Lessons per week- 50 / 60 minutes)

English	Maths	Science	Arabic	Art	Music	History/ Geography	French	Total
9	5	2	3	2	1	1	2	35
Library	RE	DT	PE	PSCHE/C4L	NS	ICT	Drama	
1	1	1	1	4	0	1	1	

KS2: Years 5-6 Subjects (35 Lessons per week- 50 / 60 minutes)

English	Maths	Science	Arabic	Art	Music	History/ Geography	French	Total
8	5	2	3	2	1	1	2	35
Library	RE	DT	PE	PSCHE/C4L	NS	ICT	Drama	
1	1	1	1	3	2	1	1	

KS3: Year 7 - 9 Subjects (35 Lessons per week- 50 / 60 minutes)

English	Maths	Physics Chemistry Biology (2 Per subject)	Arabic	Art	Music	History	French	Total
6	5	6	3	2	1	1	2	
Geography	RE	DT	PE	PSCHE/C4L	NS	ICT	Drama	
1	1	1	1	1	2	1	1	35

For students who are behind in their chronological reading age and expected progress in maths, additional support is provided through to enable them to rapidly catch up.

Personal, social, health and economic education (PSHE) is delivered through all curriculum areas as well as 1 period per week of curriculum time and supported through a programme of assemblies, tutorial sessions, national and cultural days.

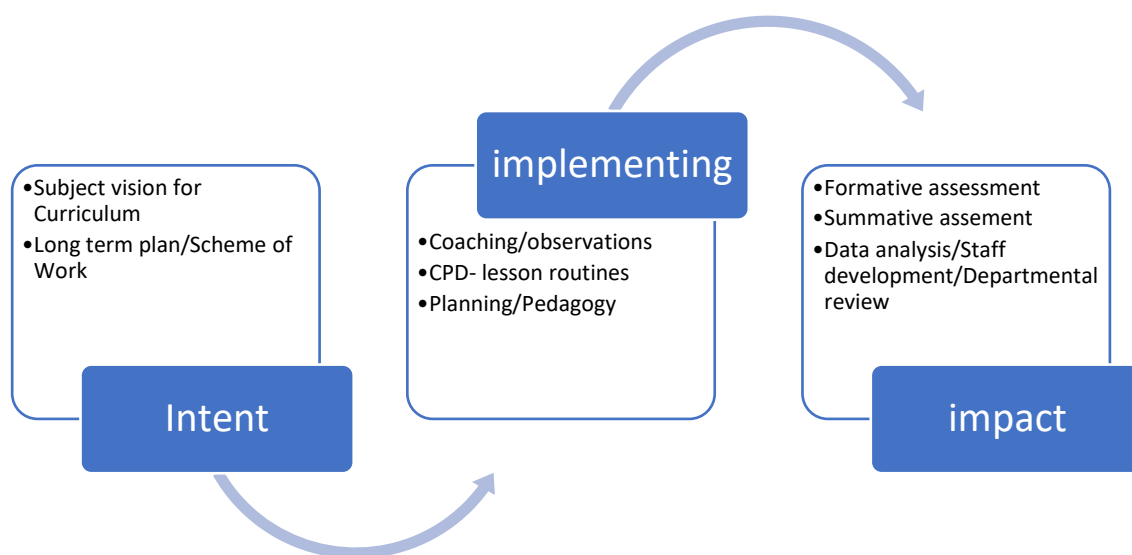
Each subject is guided by a subject leader. The Subject Leaders:

- will identify the knowledge required to achieve mastery of each subject with an unrelenting focus on supporting the teachers to help and support students to learn this knowledge.
- Each subject develops a long-term map that explicitly lays out the knowledge students are expected to acquire to achieve their targets each academic year.
- Each subject identifies the ‘goals’ those key objectives that students need to know, understand and apply that are necessary to become excellent in a subject.
- Each subject identifies the ‘pathway’ of each endpoint required to become excellent in this subject each year and enable students and teachers to monitor progression through the curriculum.
- This enables students to set targets and progress into their chosen subjects in higher education.

We then assess the impact of the teaching and the learning for individuals and the curriculum in the following way:

- Regular reviewing and interleaving combined with low stakes testing (quizzes puzzles) and formative assessments are built into the curriculum. This helps students from durable long-term memories.
- CPD by subject leaders maintains an unrelenting focus on improving and evolving the curriculum ensuring that all teachers are developing their subject pedagogical knowledge.
- Students are explicitly taught strategies and metacognitive skills to support them in self-regulating their learning of key concepts.
- Homework is planned into the curriculum and applied across subjects. It provides students with the opportunity to extend upon or apply the knowledge that they have been taught in lessons and provides an opportunity to act on feedback or improve a piece of work.

Continual Curriculum development



Summary

Our curriculum is designed so that it grows and develops in time, keeping it relevant and appropriate to meet the aims and vision of the school. This links the development of the curriculum with the purpose of the school to meet its the vision and mission statement.

Curriculum Development:

To continually develop the curriculum to meet the changes in knowledge skills and abilities that the students will need to create advantages in later life.

Purpose:

To provide the knowledge and skills to and so create an advantage in later life.

- So that all students can achieve their individual potential as well-rounded, lifelong learners,
- empowering them to become compassionate, confident, and responsible global citizens.

Curriculum Vision

To inspire:

- students to become outstanding citizens of the world, with high aspirations.
- the drive and determination to advance themselves,
- or the benefit of themselves, others, their community, and their country.
- responsible citizens who can make a positive contribution to society.

[For further information see our Curriculum Policies \(Coming Soon\).](#)