

KHALIL GIBRAN SCHOOL RABAT



KHALIL GIBRAN SCHOOL

مؤسسة جبران خليل جبران

Curriculum Policy

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Table of Contents

| | |
|---|----|
| Table of Contents..... | 2 |
| 1 Introduction and Background..... | 3 |
| 2 Purpose..... | 3 |
| 3 Overview..... | 3 |
| 4 Aims & Core Values..... | 4 |
| 5 Inspired’s Educational Approach: The Three Pillars..... | 4 |
| 6 Assessment, Recording, and Monitoring..... | 7 |
| 7 Transitions Programme..... | 9 |
| 8 Inclusion: SEND and EAL..... | 9 |
| 9 Extracurricular Programme..... | 9 |
| 10 Parents as Partners..... | 10 |

1 Introduction and Background

Khalil Gibran School (hereinafter referred as “KGS” or “the School”) is a selective, mixed ability, co-educational school providing the Moroccan International Baccalaureate and British Curriculum pathways for children from 3 years of age to 18 years of age. English, Arabic and French are the languages used as medium of instruction.

2 Purpose

The purpose of this policy is to clearly and simply outline the framework for the provision of the curriculum to students from Early Years through to Year 13. It includes specific guidelines for managing our multi-campus structure—with our Early Years Centre and Lower Primary (Years 1-3) on a dedicated campus, and Upper Primary (Years 4-6) sharing the Secondary campus—as well as the transition procedures between these stages and into Year 7.

3 Overview

As part of the Inspired Education Group, KGS aligns its curriculum with Inspired's global standards, ensuring students have access to international exchanges, summer camps, and unparalleled academic opportunities. We follow a policy of admitting students whose curricular needs we can meet, providing necessary support for English as an Additional Language (EAL) and Special Educational Needs (SEND).

At KGS Rabat, our curriculum provides a continuous, broad, and balanced educational journey:

- Early Years and Primary: Based on the Early Years Foundation Stage (EYFS) framework and the globally recognised Cambridge International Primary Curriculum for Years 1 to 6.
- Secondary (Years 7–13): Follows the Cambridge Lower Secondary framework, seamlessly progressing into Cambridge IGCSEs (Years 10-11) and A-Levels (Years 12-13) to ensure global university readiness.

Our rigorous, well-planned curriculum is delivered through a trilingual approach (English, Arabic, and French) and is supported by the Inspired group's "Three Pillars" of education: Academic Excellence, Performing & Creative Arts, and Sports. The curriculum encompasses all planned activities organised to promote learning, personal growth, development, and wellbeing. It includes the formal requirements of the Cambridge framework, local Moroccan educational requirements, and an extensive range of extracurricular activities.

4 Aims & Core Values

We strive to provide the highest possible standard of education, to achieve academic excellence for each student, and to develop independent critical thinkers, lifelong learners, and responsible global citizens. The curriculum ensures all pupils acquire robust speaking, listening, literacy, and numeracy skills, alongside adequate preparation for the opportunities, responsibilities, and experiences of adult life.

Our curriculum and community life are guided by our fundamental Core Values:

- **Respect:** Being considerate, courteous, and taking care of our environment and others.
- **Honesty:** Acting with integrity, truthfulness, and fairness.
- **Solidarity:** Relating positively and working cooperatively with others.
- **Altruism:** Showing compassion, appreciating diversity, and helping those less fortunate.
- **Integrity:** Being reliable, taking accountability, and having the moral courage to do the right thing.

5 Inspired’s Educational Approach: The Three Pillars

Instead of a singular focus on cognitive metrics, KGS provides a holistic curriculum focused on Inspired’s Three Pillars, which unlock the individuality of every student:

- **Academic Excellence:** The central pillar focuses on delivering high-quality tuition that empowers students to think critically and independently, moving beyond simply passing examinations to becoming lifelong learners.
- **Sports:** Representing our commitment to physical health, teamwork, and discipline. The curriculum offers engaging P.E. and specialist in-house coaching that allows students to achieve national and international honours.
- **Performing & Creative Arts:** Encouraging self-expression through drama, music, and visual arts, ensuring students can unleash their individual abilities and talents.

1. Campus Structure and Organisation

To best serve the developmental needs of our students, the school is uniquely structured across two locations:

Early Years Centre and Lower Primary (Nursery to Year 3): Located on a dedicated, separate campus tailored to younger learners. This environment is designed to be highly nurturing, focusing on foundational play-based learning, the introduction of trilingual instruction, and the gradual transition into structured, enquiry-led Cambridge Primary methodologies.

Upper Primary (Years 4 to Year 6) and Secondary (Years 7 to 13): Located on the shared Secondary section campus. This setting allows older primary students to access enhanced specialist facilities and fosters maturity, independence, and a seamless physical and academic transition into the Secondary section and the Cambridge Lower Secondary phase (Key Stage 3 - Year 7).

2. The School Day Structure

The school timetable is structured to maximise learning and focus.

- From Monday to Thursday, there are 6 periods in the school day, with lessons finishing at 15:30.
- On Fridays, the school operates a half-day with 4 lessons and an assembly. Lower and Upper Primary finish at 12:45, while the Secondary section finishes at 13:00.

3. Subject Allocation and Planning

Our curriculum is delivered using a variety of approaches tailored to the Cambridge framework. Weekly allocations are balanced to ensure our trilingual and holistic aims are met, ensuring full coverage of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic/creative education.

4. Early Years Foundation Stage (EYFS)

The EYFS covers children from two and a half to five years old. We follow the statutory framework, concentrating on seven areas of learning.

- **Prime Areas:** Communication and Language, Physical Development, and Personal, Social, and Emotional Development.
- **Specific Areas:** Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. All areas are delivered through a balance of adult-led and child-initiated activities on our dedicated Early Years campus, ensuring a secure, play-based foundation.

5. Lower and Upper Primary (Key Stages 1 & 2: Years 1-6)

The Primary School follows the Cambridge International framework for English, Mathematics, and Science.

- **Lower Primary (Years 1-3):** Operates on the Early Years campus. Year 1 utilises a continuous provision model to bridge the gap from EYFS, slowly introducing more structured Cambridge subject learning and dedicated language blocks for Arabic and French.
- **Upper Primary (Years 4-6):** Operating on the Secondary campus, the curriculum becomes more discrete, and specialist driven. Themed cross-curricular learning continues, but students are expected to take greater ownership of their learning, utilising the advanced facilities available on the shared campus.

6. Lower Secondary (Key Stage 3: Years 7–9)

In Lower Secondary, students undergo a robust preparation phase. The main language of instruction is English, but strong emphasis is placed on trilingual fluency. The Lower Secondary curriculum includes the following core and supplementary subjects: English and Literature, Mathematics, Science, History and Global Perspectives, Computing, French, Arabic / Islamic Education, Public Speaking, Physical Education (PE), and Personal, Social, Health and Economic Education (PHSE).

7. IGCSE & A-Level (Key Stage 4 & 5: Years 10–13)

At the end of Year 10, students reach a vital transition point where they choose the subjects they will study to 2 exam points.

- **Years 10 & 11 (IGCSE):** Students follow the Cambridge curriculum leading to Cambridge IGCSE examinations. They study core subjects (English, Mathematics, Science) alongside a variety of options.
- **Years 12 & 13 (AS and A Levels):** Students specialise in 3 to 4 subjects at the Advanced Level. Progression to A Levels requires strong IGCSE passing grades. These UK-accredited examinations are recognised globally for university entrance.

8. Careers Education and Guidance (Years 7–13)

To ensure students are fully prepared for the modern global economy, KGS delivers an independent, impartial, and comprehensive careers programme. This curriculum runs concurrently with academic study and is integrated into PHSE and dedicated guidance sessions.






- **Key Stage 3 (Years 7–9) - Exploration and Self-Awareness:** Careers education begins with helping students identify their strengths, interests, and potential career paths. Activities include interactive workshops, introductions to various global industries, and learning basic financial literacy and enterprise skills.
- **Key Stage 4 (Years 10–11) - Decision Making and Experience:** As students select their IGCSE subjects, they receive one-to-one impartial guidance to align academic choices with future aspirations. Year 10 and 11 students engage in career fairs, hear from guest speakers from diverse professions, and are encouraged to undertake initial work experience placements.
- **Key Stage 5 (Years 12–13) - University and Professional Pathways:** Dedicated University and Careers Counsellor provide bespoke advice regarding A-Level progression, global university applications (UCAS, Unifrog, etc.), and vocational pathways. Students participate in mock interviews, CV building workshops, and leadership initiatives, ensuring they depart KGS as highly competitive and informed young adults.

6 Assessment, Recording, and Monitoring

Regular formative assessment is carried out by all class teachers. Formative Assessment is reflected in daily observations, live feedback, and detailed marking. Summative Assessment is carried out using internal end-of-topic tasks and Inspired Education’s Cycle Tests. Pupil progress is tracked continuously and reported to parents through written reports and bi-annual parent-teacher meetings.

1. Feedback and Marking Codes

To ensure consistency across the Primary Section and to help students clearly understand how to improve their work, teachers utilise standard marking codes. A similar code exists for the Secondary Section, with correspondingly complex requirements. The depth and use of the codes varies with the literacy content of the work being assessed rather than the subject content.

| Reason | Code |
|---------------------------|---|
| Capital letter | CL |
| Finger spaces |  |
| Spelling | Sp |
| Punctuation | P |
| Full stop | FS |
| Start at the margin |  |
| Letters on the line |  |
| Re-read to find the error |  |
| Grammar | G+ (tense) |
| New paragraph |  |

KGS – Curriculum Policy

Additionally, students in the Secondary Section are required to proof-read and check their work prior to submission using elements of this table:

| Symbol | Category | Meaning | Student Action Required (The "Fix") |
|--------|------------|----------------|--|
| Sp | Literacy | Spelling Error | Circle the word, find the correct spelling, and write it 3x. |
| P | Literacy | Punctuation | Fix the missing or incorrect comma, full stop, or capital. |
| // | Structure | New Paragraph | Mark where the new paragraph should start. |
| ? | Clarity | Expression | This sentence is confusing. Rewrite it for better flow. |
| ∧ | Content | Omission | Something is missing here (a word, value, or unit). Add it. |
| Exp | Content | Explain | Don't just state a fact; explain how or why it happens. |
| Ev | Content | Evidence | Provide a quote, statistic, or specific example here. |
| T | Vocabulary | Terminology | Replace this "everyday" word with a subject-specific term. |
| L | Analysis | Link | Connect this paragraph back to the main essay question. |
| [] | Editing | Irrelevant | This section is off-topic or repetitive. Remove or rewrite. |
| WWW | Feedback | What Went Well | Read this—it's a highlight of your work! |
| EBI | Feedback | Even Better If | This is your primary target for the next piece of work. |
| MRI | Response | My Response Is | Mandatory: Respond to the teacher's comment in purple pen. |

7 Transitions Programme

Because of our split-campus structure, KGS operates a highly supported, two-tier transition programme:

Tier 1: Transitioning to Upper Primary (Year 3 to Year 4)

- **Campus Familiarisation:** Year 3 students participate in "Discovery Days" at the Secondary/Upper Primary campus during Term 3 to become familiar with the new environment, larger facilities, and the dining hall.
- **Meet the Teacher:** Year 4 teachers visit the Lower Primary campus to introduce themselves, and handover meetings occur between Year 3 and Year 4 staff to transfer pastoral and academic data.

Tier 2: Transitioning to Secondary (Year 6 to Year 7) Since Year 6 students are already located on the Secondary campus, the physical transition is seamless. The focus shifts to academic and structural changes.

- **Taster Days:** Year 6 students follow a typical Secondary School timetable for a day in Term 3, meeting subject-specific teachers.
- **Data Handover:** The Head of Primary provides the Head of Secondary with Cambridge Progression data, language proficiency levels, and comprehensive pastoral profiles.

8 Inclusion: SEND and EAL

As an inclusive school aligned with BSO equality expectations, we provide tailored support for children with specific needs, ensuring they integrate successfully into our diverse community.

- **English as an Additional Language (EAL):** Students requiring English support are assessed upon entry. Personalised EAL timetables are created to build communicative confidence until English proficiency is secured.
- **Special Educational Needs and Disabilities (SEND):** Our SEND team assesses students for specific learning difficulties or to identify More Able and Talented students. Individual Education Plans (IEPs) are drafted, and in-class support or targeted interventions are provided across all phases.

9 Extracurricular Programme

Aligned with Inspired's Arts and Sports pillars, KGS offers a vast extracurricular enrichment programme. Activities run across both campuses (tailored to age appropriateness) and include sports teams, choirs, eco-clubs, public speaking, and community charity projects.

10 Parents as Partners

Parents are the primary caregivers and the most important teachers in the lives of our students. We actively involve parents in their children's learning journey through regular communication, workshops, assemblies, and our "Parents as Partners" initiatives across all phases of the school.