

Curriculum, Teaching & Learning Policy 2026-27

GSPC British School | 9, rue Abdeslame Amir, quartier Plateau Extension (Riviera), Casablanca, Morocco

Policy owner	Principals and Curriculum Leaders	Applies to	EYFS, Primary and Secondary
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Approval	Principals and Owner & CEO	Framework	British standards / Moroccan context

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1. Curriculum intent

GSPC British School provides a broad, balanced and coherent British curriculum adapted to the school's Moroccan and international context. Curriculum planning takes account of pupils' ages, aptitudes and needs, including SEND and EAL, and supports academic progress, character, wellbeing and preparation for the next stage of education.

2. Whole-school entitlement

- Linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- Speaking, listening, literacy and numeracy
- Personal, social, health and economic education appropriate to age and context
- Opportunities to develop respect, responsibility, cultural understanding and the school's C.A.R.E. values
- Age-appropriate careers education and guidance in Secondary
- Appropriate relationships education / RSE arrangements consistent with the school statement, Moroccan context and British educational expectations

3. EYFS

EYFS provision follows the school EYFS Policy & Procedures and is planned across the seven areas of learning, using play, exploration, purposeful adult interaction, early language and carefully sequenced knowledge and skills.

4. Primary

Primary curriculum planning provides progressive knowledge and skills across English, mathematics, science, computing/technology, humanities, languages, physical education, creative subjects and personal development, with schemes of work showing progression and appropriate local/contextual adaptation.

5. Secondary

Secondary curriculum develops secure subject knowledge and disciplinary thinking and prepares pupils for recognised qualifications. Current KS3 provision includes English, mathematics, science, French, Arabic, Islamic Education where applicable, computing, art, PE and Global Citizenship. KS4 includes the school's approved Pearson Edexcel IGCSE programme and core/non-exam provision as published to parents. Secondary will continue to design appropriate pathways to further education in alignment with STEAM and high expectations.

6. Teaching expectations

- Clear learning purpose and connection to the planned scheme of work
- Retrieval and checking of prior knowledge where appropriate
- Effective explanation, modelling and questioning
- Appropriate challenge and adaptation for SEND, EAL and high-attaining/gifted pupils – teacher adhere to and follow IEPs or instructions shared by the SENDCo and use CAT4 data to support.
- Purposeful independent and collaborative work
- Safe, purposeful use of technology
- Positive relationships, consistent routines and behaviour expectations
- Regular checking for understanding and responsive adjustment during lessons

7. Assessment and feedback

Assessment is used to identify starting points, check understanding, measure progress and adapt teaching. The separate Assessment/Recording Policy sets detailed arrangements. Feedback may be verbal, written, peer/self-assessment or whole-class and should be timely, understandable and proportionate to its impact.

8. Homework

Homework forms part of teaching and learning. It should have a clear purpose: retrieval/practice, reading, preparation, consolidation, extended application or revision. Expectations should be age-appropriate, accessible to pupils, manageable in workload and communicated through the school's agreed systems. Teachers consider SEND/EAL needs and avoid tasks that depend on resources pupils cannot reasonably access at home.

9. Curriculum planning and quality assurance

- Each phase/subject maintains appropriate long-/medium-term plans or schemes of work.
- Curriculum leaders monitor sequencing, coverage, assessment and pupil work.
- Leaders review attainment/progress information, lesson evidence, pupil voice and books/work to evaluate implementation.
- Curriculum is adjusted where evidence shows gaps, unnecessary repetition, weak progression or unmet pupil needs.

10. British character and Moroccan context

The curriculum promotes respectful discussion, civic understanding, responsibility and a balanced presentation of opposing views where political issues are taught. British educational characteristics are embedded without disregarding Moroccan law, culture, language and community expectations.

11. Reference framework

- Department for Education, Early Years Foundation Stage statutory framework for group and school-based providers (effective 1 September 2026), where relevant to EYFS provision.
- Relevant Moroccan law, regulatory requirements and emergency-service arrangements. Where host-country law conflicts with a British educational requirement, host-country law takes precedence.

Assessment and reporting: formal assessment takes place approximately every six weeks. Year 6 & 9 have progression checkpoints and Years 9 and 10 have mock examinations in accordance with the school calendar. G-EcolePlus is used for assessment data, homework, lesson logs, digital resources and parent communication. Parents received report cards termly and have the ability to attend Parent Teacher conferences to support progress check points on their child's learning journey.

Student leadership and wider personal development are supported through the Head Boy and Head Girl, Student Council, four Houses (Atlas – Red; Atlantic – Blue; Fez – Green; Sahara – Yellow) and committees for Events, Wellbeing, Media and Charity. Both Primary and Secondary school students are involved in student leadership opportunities through student council and will also meet together when appropriate to plan for whole school events / days.

11.1 Policy Considerations due to Moroccan Context

GSPC British School operates in Morocco and applies the Standards for British educational standards within applicable Moroccan law and the local cultural context. Where a British expectation cannot lawfully be implemented in Morocco, host-country law takes precedence. The school documents the difference and preserves the underlying principles of safeguarding, dignity, respect, inclusion and pupil welfare as far as lawfully possible.

11.2 GSPC Teaching & Learning Model

High-quality British-style teaching at GSPC is purposeful, engaging, active and inclusive. The shared lesson promise is: Start Strong; Teach Clearly; Practise Deliberately; Review Impact.

- High expectations for all; clear learning intentions and success criteria.
- Strong modelling and explanation; adaptive teaching with challenge, scaffolding and support.
- Purposeful student talk, collaboration and discussion.
- Regular checking for understanding and responsive teaching.
- Meaningful, timely and actionable feedback.
- Independence, resilience and pride in learning.

The GSPC 7-Step Lesson Structure is: 1) Retrieval Practice/Starter; 2) Introduction of New Learning; 3) Modelling and Explanation; 4) Student Practice and Application; 5) Checking for Understanding; 6) Feedback and Improvement; 7) Lesson Closure. It is a common framework, not a rigid script, and is adapted appropriately for subject, age and EYFS pedagogy.

11.3 Curriculum design and Secondary pathway

Planning follows: Specification/Standards -> Curriculum Map -> Long-Term Plan -> Unit/Medium-Term Plan -> Lesson Planning -> Assessment -> Feedback/Intervention. Teachers maintain schemes of work, curriculum maps, lesson resources, assessment materials, moderation evidence and representative pupil work.

Secondary follows the British curriculum with Pearson Edexcel as the exclusive examination-board pathway. Years 7-9 provide a broad curriculum including English, Mathematics, Science, French, Arabic, Islamic Studies, Computing, Art, PE and Global Citizenship, with assembly/tutor provision for PSHE, leadership and careers. Year 10 provision includes English, Mathematics, Combined Science, French, Global Citizenship and Business alongside core PE and pastoral provision. Current timetables and Pearson specifications are the controlled operational references.

CAT4, baseline assessment, six-week assessment points, progression checkpoints and Years 6, 9/10 mock examinations inform curriculum review, intervention and challenge. G-EcolePlus supports lesson logs, homework, digital resources, assessment/data and parent communication.

11.4 Document control and current leadership

Established	Next review	Principal - Secondary	Principal - Primary & EYFS	Owner & CEO
August 2026	July 2027	Hannah Cashel	Jihane El Antri	Hicham Lazrak