EV-S.0626 Curriculum Policy

December 2025

EVEREST SCHOOL

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EV-S.0924 - **Curriculum Policy**

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1. Presentation

At **Everest School (EV-S),** we are committed to providing a high-quality, trilingual education that prepares our students to excel both nationally and internationally. Our curriculum aims to foster their intellectual, social and personal development, with an emphasis on mastery of three main languages: English, Arabic and French.

We combine best practices from national and international standards to ensure optimal preparation for their studies and future careers. Our unique pedagogical approach incorporates the Cambridge curriculum for English, mathematics, science, humanities, creative studies and ICT while respecting the requirements of the Moroccan curriculum for Arabic, Islamic and French.

English, taught as a first language, is central to our curriculum, developing essential skills in speaking, reading, writing and comprehension. Arabic, taught as a second language, reinforces students' cultural roots and national identity. French, as a third language, broadens their linguistic and cultural perspectives, preparing them to succeed in a multilingual and globalized environment.

To ensure balanced and consistent learning, we have implemented a clear and structured distribution of teaching hours, ensuring a balance between the three languages and allowing students to develop strong and harmonious language skills.

Our students benefit from rigorous preparation for the Moroccan Ministry of National Education exams as well as the Cambridge exams, offering them double academic recognition. This educational policy reflects our commitment to academic excellence, international openness and respect for cultural values.

2. Objectives

The objectives of **the Everest School (EV-S)** curriculum, aims to offer a balanced and rigorous education, adapted to the requirements of a globalized world while preserving cultural and identity values.

a. **Language proficiency**

- **English (First Language):**
  - ✓ Develop advanced skills in reading, writing, speaking and comprehension as well as mathematics and science.
  - ✓ Prepare students for international higher education and global professional opportunities.
  - ✓ Align teaching with international standards (Cambridge curriculum).
- **Arabic (National language):**
  - ✓ Ensure high proficiency in reading, writing, and speaking.
  - ✓ Strengthen the cultural and national identity of students.
  - ✓ Meet the requirements of the Moroccan Ministry for national exams.
- **French (Third Language):**

- ✓ To enable the acquisition of a key language for regional and international communication.
- ✓ Promote language skills for educational and professional opportunities in a Francophone environment.

b. Academic excellence and strong skills

- To provide an education that meets international standards.
- Prepare students to pass the Moroccan Ministry and Cambridge exams.

c. Cultural and civic identity

To promote Moroccan cultural values while fostering tolerance and multiculturalism.

d. Social and intercultural competences

Prepare students to thrive in a globalized world, by mastering multiple languages and valuing diversity.

e. Curriculum balance and harmonization

To ensure a harmonious progression of the three languages through a balanced distribution of teaching hours and interactive methodologies.

f. British Values

To ensure the curriculum prepares the students for opportunities, responsibilities and experiences of life in British society.

3. Curriculum Structure

The EV-S curriculum is divided into two stages adapted to the ages and needs of students, including those with special needs:

- **EYFS (Early Years Foundation Stage)** :
  - ✓ **Pre school (2-3 years):** Play based curriculum.
  - ✓ **Nursery (3-4 years):** Play based curriculum.
  - ✓ **Reception (4-5 years old):** Play based curriculum.
- **Primary (Key Stage 1 & 2):**
  - ✓ **Key Stage 1** : Students from 5 to 8 years old (Years 1, 2, and 3).
  - ✓ **Key Stage 2** : Students from 8 to 11 years old (Years 4, 5, and 6).

1. Main axes of the curriculum

At Everest Schools, we offer a comprehensive education at the Early Years and Primary level, covering the following key areas of learning:

- In the **Early Years Foundation Stage**, Everest International School follows the Cambridge Early Years Curriculum, providing a broad, balanced and play-based programme that

supports children's holistic development and prepares them for a smooth transition into primary education. The curriculum focuses on the key areas of **Communication and Language**, **Physical Development**, **Personal, Social and Emotional Development**, **Literacy**, **Mathematics**, **Understanding the World**, and **Expressive Arts and Design**, all delivered through carefully planned, child-centred learning experiences. Learning is structured around meaningful themes, inquiry, exploration and active play, with a strong emphasis on developing early language, phonics, early reading and writing skills, number sense, problem-solving, creativity and independence. Continuous assessment, observation and age-appropriate Cambridge learning objectives are used to monitor progress, inform planning and ensure each child is supported and challenged according to their individual needs

- **Primary**

Language Education:

We develop skills in English, Arabic and French, taking into account the needs and levels of the students. English is taught as the main language, and students requiring additional support follow the English as an Additional Language (EAL) programme. The aim is to improve oral, auditory, reading and writing skills from the earliest years, ensuring proficiency in all three languages throughout their academic career.

Mathematical Education:

Students learn skills in numeracy, geometry, measurement, data management, and problem solving. The mathematics program emphasizes understanding the fundamentals and applying the skills in real-world situations.

Technological Education:

The integration of Information and Communication Technologies (ICT) is essential from primary school onwards. Students use digital tools to learn, collaborate, and solve problems. They develop basic computer skills such as programming and digital content creation throughout their academic career.

Human and social education:

We develop students' skills in history and geography, with a focus on understanding local and global contexts. The Cambridge Global Perspectives programme is introduced allowing students to think about global issues, develop arguments and analyse information critically.

Physical education:

Students participate in age-appropriate physical activities aimed at improving their motor skills, self-confidence and team spirit. Regular participation in sports promotes an active lifestyle, teaches respect for others and rules, and contributes to their physical and social development.

Active learning:

We focus on student-centred learning, encouraging collaboration, inquiry-based activities and practical problem-solving.

Differentiation:

Our approach is to tailor teaching methods to meet the diverse needs of students, offering personalized support and challenges at each level.

Assessment for learning:

Regular formative assessments are carried out to monitor pupils' progress and adjust teaching methods accordingly. Summative assessments are also conducted to assess overall academic performance.

Technology Integration:

We integrate modern technologies into the learning process, allowing students to become familiar with digital tools and prepare for the modern world.

PSHE

Personal, Social, Health and Education is embedded across the curriculum at Everest International School and supports pupils' personal development, wellbeing and understanding of their role in society. Through age-appropriate lessons, assemblies, circle time and everyday classroom practice, pupils are taught to develop respect for themselves and others, positive relationships, emotional literacy and responsible behaviour. The curriculum promotes equality, diversity and inclusion by helping pupils understand and respect differences, including the protected characteristics as defined in the Equality Act, such as age, disability, gender, race, religion or belief, and family background, in a sensitive and developmentally appropriate manner. Pupils learn about kindness, fairness, tolerance, empathy and anti-bullying, and are encouraged to challenge discrimination, prejudice and stereotypes. This provision supports the school's commitment to safeguarding, British values and the creation of a safe, respectful and inclusive learning environment for all.

British Values across the curriculum

British Values are embedded across the curriculum at Everest International School and are promoted through a wide range of subjects and learning experiences. In **History**, pupils explore past events, significant figures and historical developments that help them understand democracy, the rule of law and how societies have changed over time. In **Geography**, pupils learn about different countries, cultures and communities, encouraging respect, tolerance and an understanding of global diversity. **Art and Design** provides opportunities for pupils to explore self-expression, creativity and cultural heritage, while appreciating and respecting the work of others. Through **English**, **PSHE**, **Computing** and classroom discussion, pupils are encouraged to share opinions, listen to different viewpoints, and make informed choices. Across all subjects, teachers model respectful behaviour, promote inclusion and challenge discrimination, ensuring pupils develop a secure understanding of democracy, individual liberty, mutual respect and tolerance as part of everyday learning.

2. English as a Second Language (ESL)

The majority of Everest School students are not native English speakers. To meet this need, the school has set up an English as a Second Language (ESL) program designed to support these students in their learning of English. This program is based on a structured, interactive and engaging approach, allowing students to gradually improve their mastery of the language.

The main objective is to equip students with the skills to communicate effectively, both orally and in writing, while facilitating their access to other subjects taught in English.

Aligned with the standards of the Common European Framework of Reference for Languages (CEFR) and Cambridge Assessment English assessments, the ESL programme guarantees progress adapted to the pace of each student. By using differentiated teaching strategies, it helps students develop confidence and fluency, which are essential assets for their academic success and integration into an English-speaking environment.

3. Curriculum Implementation

At Everest Schools, curriculum implementation is based on a rigorous and organized approach, focused on the specific needs of each student. This methodology ensures constant progress, harmony between different subjects, and high-quality teaching adapted to the various levels and learning profiles of students.

Key aspects of curriculum implementation:

1. Curriculum Planning

- **Long-term planning:**
  Teachers develop an annual plan that provides an overview of the skills and knowledge to be taught throughout the year in each subject. This planning ensures full curriculum coverage, adhering to the requirements of the Cambridge International programs as well as those of the Moroccan programs for Arabic and French.
- **Medium-term planning:**
  Learning plans are developed for each term, with clear learning objectives, target competencies to be acquired and adapted assessment methods.
- **Short-term planning:**
  Teachers design weekly or daily lesson plans detailing instructional activities, resources needed, and differentiated approaches to meet individual student needs.

2. Monitoring curriculum implementation

At Everest Schools, curriculum monitoring ensures high-quality teaching through regular assessments, classroom observations, and ongoing communication with parents, ensuring student progress and personalized support for teachers.

Curriculum monitoring focuses on:

- **Continuous curriculum review:**
  The school management, in collaboration with the teachers, regularly analyses the effectiveness of the implementation of the curriculum. Adjustments are made to ensure the relevance of the content and teaching methods.

- **Observation and Support:**
  Classroom observations are carried out regularly to ensure the quality of teaching and to offer personalized support to teachers.
- **Parent involvement:**
  Parents are informed of their children's progress through regular newsletters, parent-teacher meetings, and the Kinderpedia online platform for monitoring school performance.

4. Continuing Professional Development of Teachers

At Everest Schools, the continuous professional development of teachers is a key priority to ensure quality teaching and innovative pedagogy. By investing in lifelong learning, we empower our teachers to develop their skills, adopt new educational practices, and adapt to changes in curriculum and student needs. This approach supports their personal and professional growth while contributing to the academic excellence of our institution.

- Regular training sessions for teachers to strengthen their teaching skills, integrate new teaching methods and adapt to changes in the curriculum.
- Coaching sessions, peer-to-peer observations and collaborative workshops to share best practices and ensure consistent curriculum implementation.

8. Inclusive approach and international values

At Everest Schools, we are committed to providing a quality education that respects and values the diversity of each student. We strongly believe in inclusion and equal opportunities for all, regardless of their specific background or needs. Our educational approach incorporates inclusive practices, tailored support for students with special needs, and the promotion of universal values such as respect, tolerance, and democracy. We also place a strong emphasis on developing social and emotional skills, which are essential for personal and collective growth.

- **Inclusive education:**

  We believe that every student, regardless of background, ability, or specific needs, deserves a fulfilling and responsive education. We strive to promote equal opportunities while cultivating an inclusive learning environment that values and celebrates cultural diversity.

- **Special Educational Needs (SEN) Support:**
- Appropriate strategies and targeted interventions are implemented for students with special educational needs, ensuring full and equitable access to the curriculum.
- **Integration of international values:**

  Our curriculum incorporates core values such as democracy, the rule of law, individual freedom, mutual respect, and tolerance of different beliefs. In addition, we place great importance on developing students' social and emotional skills, including resilience, a sense of responsibility and self-awareness.

9. Resources and Learning Environment

At Everest Schools, we place great importance on the quality of resources and learning environments, which are essential to fostering student engagement and success. We provide a variety of teaching materials aligned with both the Cambridge curriculum and local requirements, while also offering classrooms designed to promote interactivity and active learning. In addition, enrichment activities, such as thematic events and competitions, are organized to allow students to experience practical and varied learning opportunities, thus consolidating their knowledge in real-world contexts.

- **Teaching materials:**

  Everest School teachers have access to a wide range of diverse educational resources to enrich students' learning experiences. The textbooks are carefully selected to meet the requirements of the Cambridge and national curriculum for Arabic and French, ensuring comprehensive and appropriate subject coverage. In addition, multimedia tools are integrated into the courses to make learning more interactive and dynamic. The use of digital tools, such as interactive whiteboards, computers, tablets and educational software, facilitates access to online resources and encourages collaborative learning, contributing to a modern and connected learning environment.

- **Stimulating environment:**

  We pride ourselves on creating a stimulating and inspiring learning environment. Classrooms are designed to encourage active student engagement and support their curiosity. Relevant visual displays, such as charts, maps, posters, and student work, are strategically placed to stimulate reflection and exploration. In addition, interactive equipment, such as digital whiteboards, tablets and technological tools, are used to make learning more engaging and interactive while facilitating collaboration and access to digital resources. These accommodations aim to create a positive and caring environment where students feel motivated to learn.

- **Enrichment activities:**

- We regularly organize enriching events directly related to World Awareness Days and international themes. These events include science projects, cultural activities, and visits to historical, cultural, and environmental sites. These initiatives allow students to apply their knowledge in practical contexts and develop transversal skills.

10. Curriculum Review and Development

Curriculum review and development at Everest Schools is essential to ensure quality education that meets evolving pedagogical trends, student needs, and international standards. This process is carried out in a thoughtful and continuous manner, with the aim of ensuring the relevance of the contents, integrating new pedagogical approaches and maintaining alignment with the highest academic standards.

In collaboration with teachers, the leadership team regularly evaluates current practices, implements necessary adjustments, and introduces innovations to promote optimal student progress while meeting their diverse learning needs.

Reviewed by Rachel Lloyd Headteacher	Date of Review 17/12/2025	Signature 
Reviewed by Governing Body	Mr Afkir Anas	