



MBIS Secondary Curriculum Policy

Rationale

Maadi British International School Mission Statement

'Learning for Life...'

Maadi British International School provides children with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community.

At MBIS we are committed to providing a happy, positive learning environment where children, teenagers and adults are:

- *Successful, independent and collaborative learners*
- *Confident, cooperative team players and responsible leaders*
- *Flexible, resourceful and resilient*
- *Reflective, honest and trustworthy*
- *Responsible, caring global citizens*

Aims

Maadi British International School (MBIS) is a co-educational, British international school overseas, located in Cairo, Egypt. Our school has strong curricular links to UK-based qualifications. Our mission is to inspire academic excellence, strength of character and moral values, allowing our students to become the best possible versions of themselves and to value human achievement.

The school continuously reviews curricular provision to ensure that we offer a modern and stimulating curriculum and provide excellent preparation for the opportunities, responsibilities and experiences of post-18 education and adult life wherever our students choose to base themselves in later life within this global society.

Curriculum Intent:

The English National Curriculum (ENC) is widely regarded as a rigorous programme that ensures a high quality provision. It is recognised and valued by the international community. As a British school overseas, our curriculum is firmly based on the ENC and fully reflects recent changes made by the UK government. Equally, our curriculum is very much a learning programme for the 21st century, carefully tailored to meet the needs of our global students. In other words, whilst the ENC directs what to teach, our curriculum methodology provides a unique vehicle of delivery, the how to teach so that effective learning takes place continuously in the classroom.

At Maadi British International School we are committed to providing a happy, positive learning environment. All students receive access to a broad and balanced curriculum, with a full range of subjects offered to develop academically, creatively and physically. We also offer a curriculum that enables students to gain the knowledge to succeed once they leave the school, develop social and moral character and to reach their maximum potential in all areas of learning and development.

Students at MBIS are challenged by the curriculum and have targets that are monitored and reviewed on a regular basis, to ensure that these targets are suitable, achievable and ambitious. Our students are encouraged by both the curriculum and extra-curricular activities to express themselves, develop confidence, speak publicly and to provide their opinions in both oral and written formats.

Developing Character - PSHE

All good schools place importance on academic achievement. Excellent schools place equal importance on developing the whole child: personally and socially. At MBIS we provide a holistic approach to education. Central to this endeavor in the curriculum are the MBIS 'Personal Learning Goals' (Responsibility, Resilience, Resourcefulness, Respect, Relationships and Reflectiveness), taught within our PSHE and Life Skills/Study Skills sessions, as well as in University Preparation lessons for our Sixth Form students.

These goals are qualities, attitudes and skills that we aim to develop in all the students. It is our firm belief that these aspirational goals will enable the students to be effective learners and happy, successful members of society – they will thread all the way through the students' learning journey with us and continue into adult life. These include Responsibility, Resilience, Resourcefulness, Respect, Relationships and a sixth, Reflectiveness, which has been added to ensure our students reflect on all aspects of their school journey to help development. These are embedded into our curriculum through daily form activities, PSHE and our pastoral weekly assemblies.

Each week has a personal goal and a feature of this goal attached to it to highlight its importance. The 2026-27 calendar for these personal goals can be found below:

2026-27 Personal Goals and Weekly Focus

Date	Personal Goals	Focus
23 Aug	Relationships	Communicating well
30 Aug	Relationships	Working as part of a team
6 Sep	Relationships	The importance of listening
13 Sep	Relationships	Taking a lead
20 Sep	Relationships	Being honest and trustworthy
27 Sep	Relationships	Helping others
4 Oct	Relationships	Knowing ourselves
11 Oct	Respect	Making friends and accepting others
25 Oct	Respect	Valuing different views, beliefs and cultures
1 Nov	Respect	Caring for the environment
8 Nov	Respect	Respecting others' bodies and personal space
15 Nov	Respect	Demonstrating appropriate behaviour and manners
22 Nov	Respect	Respecting our own and others' possessions
29 Nov	Respect	Being compassionate
06 Dec	Reflectiveness	Knowing what is 'the right thing to do'
13 Dec	Reflectiveness	Connecting our learning to other experiences
10 Jan	Reflectiveness	Planning what to do next
17 Jan	Reflectiveness	Using time well
24 Jan	Reflectiveness	Keeping safe
31 Jan	Reflectiveness	Setting goals
7 Feb	Responsibility	Being self-disciplined
14 Feb (2-day week)	Responsibility	
21 Feb	Responsibility	Having a sense of justice
28 Feb	Responsibility	Making a positive difference to others' lives
7 March	Responsibility	Awareness of our rights and responsibilities
14 March	Responsibility	Self-reflection and next steps
21 March		
11 April	Resilience	Concentrating really well
18 April	Resilience	Learning from mistakes
25 April	Resilience	Having a 'can do' attitude
2 May	Resilience	Keeping at tasks even when they become difficult
9 May	Resilience	Choosing how to act
16 May (1-day week)	Resilience	Remaining calm and patient
23 May	Resourcefulness	Knowing what to do when things are unclear
30 May	Resourcefulness	Asking good questions
6 June	Resourcefulness	Learning how to think about thinking
13 June	Resourcefulness	Finding and using tools, materials
20 June	Resourcefulness	Taking risks
27 June	The Rs combined	Focusing on the future

The Importance of Reading

The importance of reading and its impact on the development of a child, academically and socially, cannot be underestimated. As such, the school places a central importance on developing reading and enhancing reading ability and extending the vocabulary of our students. Secondary students have built in library time during their morning form activities, while English lessons provide space for reading (both individual reading books in a specially-designated reading time during the week, and also as a whole class when studying class texts). Year 7 and 8 also have Library sessions scheduled once a week to help foster their love of reading. All Secondary students take the New Group Reading Test (NGRT) each year (November annually) to provide an update on reading levels for all students (Year 7 through to Year 13).

Furthermore, reading is embedded into the home learning (homework) timetable on a weekly basis, with each year group in Key Stage 3, while Key Stage 4 students will by definition have reading homework within the home learning set for English Literature, a compulsory IGCSE for all of our Key Stage 4 students, and Key Stage 5 have reading built into their form time activities to ensure they continue their love of reading into adulthood.

Curriculum Design

The curriculum is designed in conjunction with the subject specialists who have extensive knowledge and experience in their specific areas. The curriculum offered is reviewed on an annual basis, with specialists making changes to reflect the changing nature of learning and trends that may require updates and amendments. Parents are provided with learning overviews for every six-week period, so that they have an awareness of what their children are learning, helping to improve communication and sharing knowledge among the wider school community.

We also offer a wide range of extracurricular activities through our ASA programme. This programme offers students the chance to develop their skills, qualities, and levels of performance in academic, creative and physical activities. The school offers enrichment through areas such as the Model United Nations, the International Award, core academic extension ASAs and many more.

The curriculum is split into three areas, with Key Stage 3 acting as the learning bridge between our Primary School and the IGCSE examinations that are undertaken at the end of Key Stage 4, and AS/A-Level examinations during Key Stage 5.

Key Stage 3 Rationale

The aim of Key Stage 3 is to offer a broad and balanced curriculum which builds upon prior learning where possible and gives students from a wide variety of educational backgrounds a sound basis for IGCSE study. All students have lessons in English, Mathematics, Science (teaching units of Physics, Chemistry and Biology in Years 7-8, while the three subjects are taught separately in Year 9), Global Citizenship, History, Geography, Computer Science, Art & Design, Music, Art, PE, Life Skills, and Swimming. Students also have activities regarding PSHE topics and these are conducted with the form tutor on a daily basis, focused and discussed in the weekly assembly and with the dedicated PSHE teachers in lessons in the timetable.

Students are streamed into sets for English, Mathematics and Science classes. At the start of each year, or where they join the school in KS3, KS4, or KS5 for the first time, students will be asked to sit a Cognitive Ability Test (CAT4); test results are used in initial placement for setting in English, Mathematics, and Science.

KS3 Allocation of Lessons

Lessons at KS3 are 50 minutes in length. Students have 6 lessons a day, 30 lessons (weekly).

Year 7 Lesson Allocation		Year 8 Lesson Allocation	
Subject	No. of lessons	Subject	No. of Lessons
Mathematics	5	Mathematics	5
English	5	English	5
Science	4	Science	4
PE	2	PE	2
Swimming	1	Swimming	1
History	1	History	1
Geography	1	Geography	1
MFL (French, Arabic or Spanish)	2	MFL (French, Arabic or Spanish)	2
Art & Design	2	Art & Design	2
Music	1	Music	1
Computing	2	Computing	2
Drama	1	Drama	1
PSHE	1	PSHE	1
Life Skills	1	Life Skills	1
Library	1	Library	1
Total	30	Total	30

Year 9 Lesson Allocation	
Subject	No. of Lessons
Mathematics	5
English	5
Physics	2
Biology	2
Chemistry	2
PE	2
Swimming	1
History	1
Geography	1
MFL (French, Arabic or Spanish)	2
Art & Design	2
Music	1
Computing	1
Drama	1
PSHE	1
Life Skills	1
Total	30

Key Stage 4 Rationale

All students take core subjects, Mathematics, English Language, English Literature and Science (with separate lessons in Biology, Chemistry and Physics). In addition to these core subjects, students study three option subjects from a wide range of choices including MFL (Spanish, Arabic and/or French), Business Studies, History, Art & Design, Music, Geography & PE). Lessons on PSHEE are conducted with the PSHEE coordinator each week. The provision of these subjects is reviewed annually based on student demand, quality of outcomes and progression routes to higher education courses. On rare occasions, students have needs that will mean that they may take less IGCSEs than those listed here. Those decisions are taken in consultation with the Head of School, Head of Secondary, subject specialists, parents and the student involved.

Mathematics is currently set according to student performance, where possible if the timetable allows for two classes. Option subjects are taught in mixed ability groups.

KS4 Allocation of Lessons

Lessons at KS4 are 50 minutes in length. Students have 6 lessons a day, totalling 30 lessons in a week.

Year 10 Lesson Allocation		Year 11 Lesson Allocation	
Subject	No. of Lessons	Subject	No. of Lessons
Mathematics	4	Mathematics	4
English	5	English	5
Physics	2	Physics	2
Biology	2	Biology	2
Chemistry	2	Chemistry	2
PE	2	PE	2
Option A	3	Option A	3
Option B	3	Option B	3
Option C	3	Option C	3
Option D	3	Option D	3
PSHE	1	PSHE	1
Total	30	Total	30

Key Stage 5 Rationale

At A-Level, students have the chance to narrow down their options to subjects that they wish to continue and that will help them when they apply for university. Students study three option subjects from a wide range of choices including English Literature, Mathematics, Biology, Chemistry, Physics, MFL (Spanish, Arabic and/or French), Business Studies, History, Art & Design, Music, ICT, Computer Science, Media Studies, Geography & PE). Lessons on PSHEE are conducted with the PSHEE coordinator each week. The provision of these subjects is reviewed annually based on student demand, quality of outcomes and progression routes to higher education courses. Students also have university preparation lessons, directed self-study and one lesson a week with a focus on leadership. Students also have three lessons a week for Core PE, to help maintain a healthy lifestyle with a personalised focus to these lessons.

Option subjects are taught in mixed-ability groups.

KS5 Allocation of Lessons

Lessons at KS4 are 50 minutes in length. Students have 6 lessons a day, totalling 30 lessons in a week.

Year 12 Lesson Allocation		Year 13 Lesson Allocation	
Subject	No. of Lessons	Subject	No. of Lessons
Option 1	6	Option 1	6
Option 2	6	Option 2	6
Option 3	6	Option 3	6
Option 4/Self Study	6	Option 4/Self Study	6
PE	3	PE	3
PSHE	1	PSHE	1
University Preparation	3	University Preparation	3
Leadership	1	Leadership	1
Total	30	Total	30

Appropriate Setting Placement

Subjects in which students are placed into sets are Science (KS3), Mathematics (KS3 and sometimes in KS4) and English (KS3). In Key Stage 4, all sets in the same subject are not necessarily all studying for the same exams – for example, some students in Science may study for triple-award science (Edexcel) whereas other students may be studying for the Double Award. Initial student placement is determined through Cognitive Ability Test (CAT4) and NGRT taken upon entry and on a yearly basis for current students. Student placement is reviewed and adjusted according to an informed mix of information.

Science placements are reviewed at the start of the school year and then each subsequent half-term; decisions are informed by unit tests and through consultation with class teachers.

Mathematics placements are reviewed at the start of the school year and then each subsequent half-term; decisions are informed by unit tests and through consultation with class teachers.

English placements review occurs alongside the assessment and reporting windows and based on accumulated assessment through the year to that point as well as through consultation with class teachers and external data.

Assessment

Regular assessments are held in all subjects, enabling staff, students and parents to check learning and how students can improve. Please refer to the Assessment Policy for information regarding assessment at MBIS.

Implementation and Roles & Responsibilities

The *Head of Secondary* is responsible for the creation, implementation and monitoring of the Curriculum Policy in Secondary, under guidance and support from the *Head of School*. The Head of School approves the policy and ratifies it with the *Board of Governors*.

Subject specialists and teachers are responsible for the implementation of the curriculum policy within their specific subjects, as well as monitoring its effectiveness, introducing change when necessary, after consultation with the Head of Secondary and also the placement of students in sets (if necessary and appropriate).

Monitoring, Evaluation and Review

Marking and quality of work is monitored regularly and thoroughly at MBIS. Marking is monitored by the Head of Secondary and Assistant Head of Secondary with support from the Key Stage leaders, and through lesson observations and learning walks. Learning walks take place on a twice-weekly basis and help to raise the quality of learning taking place in the school.

Target grades are designed to challenge each student to reach their full potential and to acquire the knowledge, understanding and skills required to achieve the very best grade they can at IGCSE and into their Post-18 studies. Students have target grades which show high aspirations and a strong drive for success. The targets will be regularly monitored and reviewed to ensure that each student achieves their full potential, with departmental meetings scheduled to allow

assessment of data on a consistent basis.

The Senior Leadership Team (SLT) continuously monitors the implementation of the curriculum to ensure that:

- the secondary curriculum is appropriate, challenging and relevant whilst following guidance from the DFE and examination bodies (Pearson).
- the curriculum is delivered successfully through the monitoring and development of good and outstanding teaching and learning.
- the appraisal and capability policy is used to ensure that standards in all areas of this policy are implemented to a high level.
- this policy is reviewed annually.
- all national guidance on changes to curriculum and assessment are reflected in our curriculum and assessment models.
- targets are challenging and linked to IGCSE and higher qualifications and based on a mix of assessments and key data (external, unit testing, teacher assessments, report data).

Policy agreed: September 2022

Policy Reviewed: August 2026

Next Review: August 2027