



EV-S.0924

Curriculum Policy

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EVEREST
SCHOOL

EVEREST SCHOOL





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1. Introduction

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 is designed to foster their intellectual, social, and personal development, with a strong focus on mastering three core languages: English, Arabic, and French. We combine the best practices of national and international standards to ensure optimal preparation for their studies and future careers.

Our unique pedagogical approach integrates the Cambridge curriculum for English, Mathematics, and Science while adhering to the requirements of the Moroccan curriculum for Arabic and French. This dual approach allows our students to benefit from an education aligned with international standards in key subjects, while preserving their mother tongue and national cultural heritage.

English, taught as the first language, holds a central place in our program. It aims to develop mastery of essential skills: speaking, reading, writing, and comprehension. Arabic, as a second language, enables students to strengthen their cultural roots and national identity. Finally, French, taught as a third language, broadens their linguistic and cultural perspectives, preparing them to thrive in a multilingual and globalized environment.

To ensure a balanced and coherent education, we have implemented a clear and structured distribution of teaching hours. This organization guarantees equilibrium among the three languages and enables 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, providing them with dual 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) curricula aim to provide a balanced, rigorous education adapted to the needs of a globalized world while preserving cultural and identity values. The main objectives are as follows:

a. Language Proficiency

- **English (Primary Language):**
 - Develop advanced skills in reading, writing, speaking, and comprehension.
 - Prepare students for international higher education and global professional opportunities.
 - Align teaching with international standards (such as the Cambridge curriculum).
- **Arabic (National Language):**
 - Ensure a high level of proficiency in reading, writing, and speaking.
 - Strengthen students' cultural and national identity.
 - Meet the requirements of the Moroccan Ministry of National Education for national exams.



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- **French (Third Language):**
 - Enable the acquisition of a key language for regional and international communication.
 - Foster linguistic skills for education and professional opportunities in a Francophone environment.

b. Strong Academic Skills

- Deliver education aligned with international standards.
- Integrate the requirements of the Moroccan curriculum for core subjects in Arabic and French.
- Prepare students for success in:
 - Moroccan Ministry of National Education exams.
 - Cambridge exams, ensuring dual academic recognition.

c. Development of Cultural and Civic Identity

Promote Moroccan cultural values through the teaching of history, geography, and the arts in Arabic, while fostering awareness of respect, tolerance, and multiculturalism in a multilingual environment. This approach strengthens students' attachment to their national heritage while encouraging openness to the world.

d. Social and Intercultural Skills

Prepare students to thrive in a globalized world by mastering multiple languages, promoting intercultural communication, and embracing diversity. This is achieved while developing essential skills such as collaboration, critical thinking, and problem-solving.

e. Academic and Professional Excellence

Ensure effective preparation for higher education in Morocco and abroad, while developing key competencies such as digital skills, communication, and leadership. This equips students to adapt and innovate in a competitive and ever-evolving job market.

f. Curriculum Balance and Harmonization

Implement a balanced distribution of teaching hours to ensure harmonious progression in the three languages. Modern and interactive methodologies are integrated to facilitate learning, while curricula are adapted to meet students' needs and respect both national and international standards.

3. Curriculum structure

Everest School (EV-S) implements a structured curriculum divided into two distinct stages, tailored to the age, skills, and needs of each student, including those with specific educational needs.

Furthermore, our program ensures that the school upholds and promotes fundamental values such as democracy, the rule of law, individual liberty, as well as mutual respect and tolerance for people of different beliefs.

• **EYFS (Early Years Foundation Stage):**

This covers the education of children aged **3 to 5 years**, prior to formal schooling. The EYFS is divided into two parts:



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- ✓ **Nursery (3-4 years):** The Nursery focuses on children's social and emotional development, as well as acquiring skills in communication, motor skills, and independence. This is achieved through playful activities that encourage problem-solving, creative thinking, and collaboration.
- ✓ **Reception (4-5 years):** The Reception class prepares students for primary school by building on Nursery skills and introducing more formal elements of the curriculum. It remains play-based, with a focus on interactive learning, particularly in reading, writing, and mathematics.

We incorporate aspects of the *National Curriculum for England and Wales* at the EYFS levels.

• Primary (Key Stage 1 & 2):

Our unique pedagogical approach integrates the **Cambridge curriculum** for English, Mathematics, and Science while adhering to the requirements of the Moroccan curriculum for Arabic and French.

- ✓ **Key Stage 1:** For students aged **5 to 8 years** (Year 1, 2, and 3).
- ✓ **Key Stage 2:** For students aged **8 to 11 years** (Year 4, 5, and 6).

Note: Some students aged **5 to 6 years** who experience difficulties in English—typically those transitioning from bilingual schools, other countries, or beginning their schooling—are placed in a class called **KG3**. This class bridges the gap between Reception and Year1.

4. Main axes of the curriculum

At **Everest School**, we offer a comprehensive education at the primary level, covering the following key areas of learning:

▪ **Language Education:**

We develop skills in **English, Arabic, and French** based on the students' needs and proficiency levels. English is taught as the main language, and students requiring additional support follow the **English as an Additional Language (EAL)** program. The goal is to enhance speaking, listening, reading, and writing skills from the early years, ensuring fluency in all three languages throughout their academic journey.

▪ **Mathematical Education:**

Students acquire skills in **numeracy**, geometry, measurement, data handling, and problem-solving. The mathematics program focuses on understanding fundamental principles and applying skills in **real-life situations**.

▪ **Technological Education:**

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

▪ **Human and Social Education:**

We develop students' skills in **history** and **geography**, emphasizing the understanding of both local and global contexts. The **Cambridge Global Perspectives** program is introduced at the primary level, allowing students to reflect on global issues, develop arguments, and analyze information critically.



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▪ **Physical Education:**

Students participate in age-appropriate physical activities designed to improve **motor skills**, self-confidence, and teamwork. Regular sports practice promotes an active lifestyle, teaches respect for others and rules, and contributes to their physical and social development.

▪ **Active Learning:**

We prioritize **student-centered learning**, encouraging collaboration, inquiry-based activities, and the resolution of practical problems.

▪ **Differentiation:**

Our approach involves adapting teaching methods to meet the diverse needs of students, providing personalized **support** and **challenges** at every level.

▪ **Assessment for Learning:**

Regular **formative assessments** are conducted to monitor student progress and adjust teaching methods accordingly. Summative assessments are also carried out to evaluate overall academic performance.

▪ **Integration of Technology:**

We incorporate modern technologies into the learning process, allowing students to become familiar with **digital tools** and preparing them for the modern world.

5. English as a Second Language ESL

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

The primary goal is to equip students with the skills needed 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 evaluations**, the ESL program ensures appropriate progress tailored to each student's pace. By using **differentiated teaching strategies**, it helps students build confidence and fluency, essential assets for their academic success and integration into an English-speaking environment.

6. Implementation of the curriculum

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

Key Aspects of Curriculum Implementation:

1. Curriculum Planning



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- **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, respecting the requirements of the **Cambridge International curricula** as well as those of the Moroccan programs for Arabic and French.
- **Medium-term Planning:**
Learning sequences are developed for each trimester, with clear learning objectives, target skills to be acquired, and suitable assessment methods.
- **Short-term Planning:**
Teachers design weekly or daily lesson plans detailing **instructional activities**, required resources, and **differentiated approaches** to meet the individual needs of students.

2. Monitoring Curriculum Implementation

At Everest School, curriculum monitoring ensures **high-quality teaching** through regular assessments, classroom observations, and continuous communication with parents, thus guaranteeing students' progress and providing tailored support to teachers.

Curriculum monitoring focuses on:

- **Ongoing Curriculum Review:**
The school leadership, in collaboration with teachers, regularly analyzes the effectiveness of curriculum implementation. Adjustments are made to ensure the relevance of content and teaching methods.
- **Observation and Support:**
Classroom observations are conducted regularly to ensure teaching quality and offer personalized guidance to teachers.
- **Parent Involvement:**
Parents are informed of their children's progress through regular **report cards**, parent-teacher meetings, and the **Kinderpedia online platform** for school performance tracking.

7. Continuing professional development of teachers

At Everest School, the **continuous professional development** of teachers is a key priority to ensure quality teaching and innovative pedagogy. By investing in ongoing training, we empower our teachers to enhance their skills, adopt new educational practices, and adapt to curriculum changes and students' needs. This approach supports their personal and professional growth while contributing to the academic excellence of our institution.

Everest School focuses on:

- **Regular training sessions** provided to teachers to strengthen their teaching skills, integrate new instructional methods, and adapt to curriculum developments.
- **Coaching sessions, peer observations, and collaborative workshops** that allow for the sharing of best practices and ensure consistent curriculum implementation.

8. Inclusive approach and international values



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At **Everest School**, we are committed to providing a high-quality education that respects and values the diversity of each student. We firmly believe in inclusion and equal opportunities for all, regardless of their background or specific 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 the development of social and emotional skills, which are essential for both personal and collective growth.

- **Inclusive Education:**

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

- **Support for Special Educational Needs (SEN):**

Appropriate accommodations and targeted interventions are implemented for students with special educational needs, ensuring they have full and equitable access to the curriculum.

- **Integration of International Values:**

Our program incorporates core values such as democracy, the rule of law, individual liberty, mutual respect, and tolerance for different beliefs. At the same time, we place significant importance on developing students' social and emotional skills, including resilience, a sense of responsibility, and self-awareness.

9. Resources and learning environment

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

- **Teaching Materials:**

At Everest School, teachers have access to a wide range of diverse educational resources to enrich students' learning experiences. Textbooks are carefully selected to meet the requirements of both the Cambridge curriculum and national programs for Arabic and French, ensuring comprehensive and adapted subject coverage. Additionally, multimedia tools are integrated into lessons 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:**

At Everest School, we take pride in 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 thinking and exploration. Furthermore, interactive equipment, such as



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arrangements aim to create a positive and supportive environment where students feel motivated to learn.

- **Enrichment Activities:**

At Everest School, we regularly organize enriching events directly tied to global awareness days and international themes. These events include scientific projects, cultural activities, and visits to historical, cultural, and environmental sites. These initiatives allow students to apply their knowledge in practical contexts and develop cross-curricular skills.

10. Curriculum review and development

The **review and development of the curriculum** at Everest School are essential to ensure a high-quality education that meets evolving pedagogical trends, student needs, and international standards. This process is carried out thoughtfully and continuously, with the goal of ensuring content relevance, integrating new teaching 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 addressing their diverse learning needs.