



KENT COLLEGE
WEST CAIRO

Junior School Curriculum

Owner	Junior School Head
Applied to	Junior School
Date last reviewed	May 19 th , 2025
Date of next review	May 20 th , 2026
Committee approved by	Education, Welfare & Personnel
Review period	2 years

1. INTRODUCTION

From the Kent College Mission Statement:

“The school aims to maintain high educational standards in all academic activities, stimulating excitement in learning and requiring discipline in study whatever the ability of the child.”

In the Junior School, we are committed to providing a broad and balanced curriculum that enables pupils to experience a wide range of subjects before progressing to the Senior School. Pupils are encouraged to engage fully with this breadth of learning in order to identify and develop their individual strengths and interests. Through these varied opportunities, we prepare pupils effectively for the responsibilities, challenges, and experiences of life in society. The curriculum also seeks to promote the core values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Alongside academic study, pupils benefit from an extensive programme of extra-curricular activities. Together, the academic and extra-curricular provision are designed to maximise the potential of every individual.

2. ACADEMIC TIMETABLE

The timetable in the Junior School is structured with seven periods of forty-five minutes duration (except during Ramadan when the times are reduced). Timetables are produced for each member of staff and for each class.

3. ASSESSMENT, PROGRESS and ATTAINMENT

Assessment within the Junior School is undertaken to evaluate pupils' progress and attainment in relation to age-related expectations and national standards. Both formative and summative assessment strategies are employed to provide reliable evidence of achievement and to identify areas requiring further support or extension.

Assessment outcomes take into account teachers' professional judgements and are reported to parents at regular intervals across the academic year. These outcomes are used to inform curriculum planning, ensure accountability, and secure the highest possible standards of learning and progress for all pupils.

4. CURRICULUM PLANNING AND ORGANISATION

As part of a Quality Assurance programme, curriculum changes are reviewed annually

The timetable comprises lessons in English, Maths, Arabic, Science, ICT, MFL, Humanities/Topic, PSHE, Music, PE, Religion, Art and STEAM.

4.1. Planning

Class Teachers and Specialist Teachers are responsible for developing and completing subject planning across their age range.

At the end of each academic year, [Curriculum Overviews](#) are produced to evaluate provision, highlighting areas of strength and identifying aspects requiring review or adaptation. These documents are published on the school website prior to the start of the new academic year to provide transparency for parents and to support continuity of learning.

Medium-term planning is completed and stored on the school drive to ensure accessibility and consistency across year groups, while weekly planning is prepared for the professional use of teachers and to support cover arrangements in cases of staff absence. Each week, Teachers and Specialist Teachers will complete a [Weekly Learning for Parents](#) document, providing a concise overview of the learning planned for the week ahead. This document is to be populated by Tuesdays at 1:00 pm to allow adequate time for quality assurance.

Each curriculum area is subject to an annual review as part of the school's quality assurance cycle. This process ensures that the curriculum remains broad, balanced, and aligned with both the school's international context and global best practice. In particular,

attention is given to embedding SMSC (Spiritual, Moral, Social, Cultural) and intercultural understanding, supporting multilingual learners, and ensuring progression towards internationally benchmarked outcomes.

The standard teaching commitment for a full-time member of staff is up to 80% of the 35-lesson timetable cycle. Alongside this academic provision, staff contribute to the wider life of the school by leading at least one co-curricular activity per week across the academic year. Teachers with lighter academic timetables are expected to lead additional activities. This co-curricular provision is considered an integral part of the curriculum, offering pupils opportunities to develop skills, interests, and personal qualities beyond the classroom. Each co-curricular activity will be accompanied by a [brief outline](#) detailing the progression of skills to be developed over the course of the activity.

5. REPORTING TO PARENTS

Reporting to parents in the Junior School is designed to provide a clear and comprehensive picture of each child's progress. At the end of each term, parents receive written reports that record attainment, describe learning in each subject, and include an overall teacher comment. Reports to parents should be written in clear, non-technical language and framed in a positive, constructive manner that highlights each child's progress and potential.

In addition, Attitude to Learning (ATL) reports are issued to highlight effort, engagement, and approach to school life. Parents are invited to scheduled parent conferences each term, during which they have the opportunity to meet teachers, visit classrooms, and review their child's work in their books.

Should further discussion be required, parents may request additional meetings during the school day between 7:45 am and 2:45 pm (1:45 pm on Thursdays). Communication with parents is further supported through regular updates from class and specialist teachers, ensuring that the partnership between home and school remains strong and that pupils are supported in their academic and personal development.

6. LEARNING SUPPORT AND INCLUSION

The Learning Support Teacher is responsible for coordinating the Additional Support and Intervention Programmes within the Junior School. Regular meetings are held between the Learning Support Teacher, the Head of Junior School, and the Inclusion Department to ensure a collaborative approach to pupil support and to monitor the effectiveness of interventions.

Pupils identified as requiring additional support are provided with an Individual Education Plan (IEP), prepared by the Learning Support Teacher or the Inclusion Department. The IEP is shared with the Class Teacher, Specialist Teachers, and parents, ensuring a

consistent and transparent approach to meeting the child's needs. The Learning Support Teacher monitors progress against the specific targets outlined in the IEP, while Class Teachers and Specialist Teachers remain responsible for tracking pupil progress within their subject areas. Teachers are expected to reference the IEP and to seek advice from the Learning Support Teacher or the Inclusion Department to ensure appropriate adaptations and strategies are in place so that pupils can access the full curriculum.

Children working with the Learning Support Teacher continue to follow the full school curriculum wherever possible. In certain cases, however, additional support in core areas such as English or Mathematics may be prioritised over the study of a Modern Foreign Language, particularly for pupils who are new to English. Furthermore, pupils for whom Arabic is not their first language may receive alternative provision during Arabic lessons, in line with school policy and local regulatory requirements.

Where a teacher identifies a potential barrier to learning or believes additional intervention may be required, they should complete a Referral Form (Appendix D) and submit it, electronically, to the Learning Support Teacher and the Head of Junior School. Parents are informed of any referrals, and their engagement is sought in the process of planning and reviewing support. All interventions are time-bound, regularly reviewed, and adjusted as necessary to ensure they remain effective in meeting the needs of the individual pupil.

Further curriculum documents:

- Homework Policy - Junior School Section
- Feedback and marking Policy - Junior School Section
- Library Policy