



Curriculum Policy

June 2019

Date last reviewed | June 2019

Review period | Annually

Lead Reviewer(s) | Primary Vice-Principal & Secondary Principal



Introduction

All children at WEK have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Our curriculum has breadth and balance throughout the areas of learning with particular emphasis of mastering skills. It is fully in keeping with the school's aims, guidance from the National Curriculum for England and local UAE educational policies. The curriculum is all the planned experiences that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum for England, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children and the WEK Learner Profile.

Aims and Values

Our school curriculum is underpinned by the WEK Learner Profile that we hold central to our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and concepts that they need in order to lead fulfilling lives and become life long learners.

As a GEMS school, we aim to build a caring and supportive community where each individual is able to grow in a safe and secure environment. We recognise that each child is a unique individual with his/her own contribution to make to the life of the school and consequently we provide extensive opportunities through a broad, balanced and ever evolving curriculum. We value the social and moral development of each person, as well as their intellectual and physical growth.

Through our Curriculum we aim to:

- Provide broad and balanced learning experiences.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills and attributes in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum for England and EYFS framework.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Enable children to be creative and to develop their own thinking
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others



Organisation and Planning

We aim to emphasise the effectiveness of the curriculum in improving education for all children, and to provide real life experiences and useful resources which will enrich learning experiences for our diverse learners.

Every year group has curriculum overviews on the Academy's Intranet site that is adapted and evolves to meet the requirements of the UK National Curriculum, KHDA expectations and our local context. These are regularly reviewed and adapted by teaching staff.

National Agenda- UAE Vision 2021

The National Agenda aims for all schools to be innovative and has set as a target that our students rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. We acknowledge the National focus of the UAE being within the top 20 countries of the PISA and in the top 15 countries for TIMSS assessments by 2021. Within (Subject), our focus is on outstanding progress which leads to outstanding attainment.

Inclusion

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies.

The school provides an Individual Educational Plan (IEP) for each of the children who are level 3 on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Primary Curriculum

Early Years Foundation Stage

In EYFS, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2018 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development



Specific areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We have also included the learning of Arabic, Social Studies, Music, Drama, Enrichment and ICT skills in our curriculum and devoted specific time to the development of thinking skills.

Free Flow Play is an important part of the weekly timetable. The amount of time allocated to this will reduce as we progress through the academic year.

FS Specialist Subjects:

- Arabic
- Drama
- Music
- PE

Key Stages 1 and 2

All class lessons are based on the learning objectives in National Curriculum for England. The focus is on the majority of curriculum being that of the core subjects in English, Maths and Science. All other areas are integrated through learning themes. Trackers ensure that all objectives are taught throughout the year. Learning is differentiated and aspirational. The expectation is outstanding progress in so as to ensure that there is outstanding attainment for all.

KS1 and KS2 – Class Teacher

- English
- Maths
- Science
- Connected Curriculum - Design and Technology, History, Geography, Art and Design and Computing
- Moral Education (Integrated into Connected Curriculum where possible)
- Social Studies (Integrated into Connected Curriculum where possible)
- Enrichment

KS1 and KS2 - Specialist Subjects:

- Arabic A and Arabic B
- Islamic Studies
- French (Year 2 – Year 6)
- PE
- Music



Primary Connected Curriculum

Connected Curriculum is based on the idea that knowledge acquisition is efficient among students when they learn in the context of a cross-curricular, coherent and holistic way and when they can associate whatever they learn to their surroundings and real-life examples. Thematic instruction seeks to put the cognitive skills and learning in the context of a real-life situation under the broad aim to allow creative exploration. Connected Curriculum also incorporates Project Based Learning. This is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Secondary Curriculum

The Secondary School covers the ages of 11-18, and is split into three distinct stages, Key Stage 3 (Years 7-9), Key Stage 4 (Years 10-11) and Key Stage 5 (Years 12-13).

Key Stage Three

Key Stage 3 is where students break away from the majority of their learning being supported by one teacher, to subject specialists delivering the curriculum. It provides uninterrupted continuation from our Key Stage Two Programmes and a very clear progression pathway for our Key Stage Four courses, including GCSEs and IGCSEs. We place high value on our curriculum being balanced and stimulating, fostering an academic culture which encourages students to become independent enquirers and thinkers, learners who read widely, challenge and question.

We aim to develop character in our students by ensuring our provision, both curricular and extra-curricular, fully engages them in their learning and that students are confident in developing and applying a range of skills which will ensure they can further their knowledge and enthusiasm across the academic, artistic, cultural and sporting disciplines.

The following subjects are taught at Key Stage Three:

- English
- Mathematics
- Biology
- Chemistry
- Physics
- **Arabic A and B
- Islamic Studies
- Social Studies
- Geography
- History
- *French
- Spanish
- Drama
- Music
- Physical Education



- Art
- Design Technology
- Computing

*French is taught instead of Islamic to our non-Islamic students.

**Arabic A is taught to students with an Arabic passport. Arabic B is taught to students that do not hold an Arabic passport.

Key Stage Four

During Year 9, students have the opportunity to choose four option subjects to study at GCSE or IGCSE Level, alongside a number of core subjects. Unless special dispensation has been sought, all students have to take the following compulsory subjects:

- English Language
- English Literature
- Mathematics
- Science – Triple or Combined pathway
- Social Studies
- Moral Education
- Physical Education (non-examined)
- Islamic Studies (For Muslim students only)

Added to this, there are a range of options from which the students select four additional subjects to study. Those students who may commence their GCSE studies with a low level of English will get additional support through our ELL curriculum which is tailored specifically to each student's needs.

The option subjects include:

- Geography
- Business Studies
- Economics
- Enterprise
- Psychology
- History
- French
- Spanish
- Media Studies
- Physical Education
- Art
- Drama
- Music
- Design Technology - Product Design
- Design Technology - Textiles
- Economics



- Photography
- *ASDAN
- *ASDAN is not a GCSE but still a recognised qualification in its own right. It will develop important skills in the world of work and employment. This if chosen will account for two GCSE options

Key Stage Five

At Key Stage 5, students have the opportunity to select from a range of A Level and International A Levels depending on their academic performance at Key Stage 4. All subjects have entry requirements on to the 'Gold Standard' of post 16 examinations and outlined in the Sixth Form course guidance brochure. Students will select either 3 or 4 qualifications from the following:

- A level Art and Design
- A Level Biology A Level Chemistry
- A Level Computing
- A Level Design and Technology
- A Level Drama and Theatre Studies
- A Level English Language and Literature
- A level French
- A Level History
- A Level Media Studies
- A Level Music
- A Level PE
- A Level Physics
- A Level Psychology
- A Level Spanish
- International A Level Business Studies
- International A Level Economics
- International A Level Geography
- International A Level Mathematics
- International A Level Sociology

In some instances, students may switch to an AS qualification at the end of year 1 if they are to leave the A Level programme early due to relocation. Students that do not meet our entry requirements are supported and signposted to other institutions with the GEMS organization.

The core A level curriculum is also complemented by our unique enrichment offer where students have the opportunity to develop their skills in a different context. Students are able to select from the following enrichment activities:

- Global Futures Curriculum
- Sports Leadership



- Peer Mentoring
- Duke of Edinburgh
- Extended Project

Moral Education is also a statutory part of the curriculum and is taught in an imaginative way to help students become more globally aware and develop independent skills. This is combined with additional Careers guidance which is built into the tutorial programme.

It is also compulsory that students who have an Arabic passport study the MOE curriculum for Arabic and in the same way Muslim students will study the MOE curriculum for Islamic.

Details of the main content and topics taught each term are provided for parents in the form of Year group specific curriculum overviews. These are to be found on the Academy website.

The WEK Learner Profile

Integral to learning at WEK is the WEK Learner Profile. As part of the WEK curriculum for all students, the concept of enhancing learning and life skills, as well as knowledge, is seen as a key priority. The GEMS Wellington Academy Al Khail (WEK) Learner Profile is part of the school's strategy for developing students' skills with five aspirational key attributes:

- Risk Takers
- Independent inquirers
- Team workers
- Critical thinkers
- Reflective learners

Although we are a British Curriculum School, we also recognise the strengths of a variety of global curriculums, including the International Baccalaureate Programme (IBO). Therefore, integrated within our British Education are what we consider to be the five most important attributes of learning to students at WEK. This philosophy of developing great learners underpins all teacher planning and the reflection that occurs at every level of the Academy.

What is aim of the WEK Learner Profile?

- To help students develop a love of learning in and beyond the school.
- To help prepare students for life in a rapidly changing world.
- To build upon the skills embedded in subject lessons.
- To give coherence and a whole school reference point for the learning strategies taught in subject lessons.
- To provide students with a clear pathway for developing learning skills throughout their school experience.
- To place the emphasis on the student to own and manage the process of learning enhancement.
- To develop resources and lessons which challenge students to engage in the process of consciously developing their skill set.
- To provide a practical structure for students to realise the qualities of the WEK student.



Roles and Responsibilities

Teachers:

- All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.
- Implementing the curriculum and monitoring students' progress through assessment- see school assessment policy

Head of Department/Phase:

- provide direction for the subject. Set clear expectations of teaching and learning
- support and offer advice to colleagues on issues related to the subject;
- monitor the quality of teaching, learning and pupil progress in that subject area as per the QA calendar including the review of planning, student book work, lesson observations, homework, classroom displays, capturing student voice.
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Alongside the Curriculum Coordinator, subject leaders review the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for.

ELT / Line Managers:

- Working with the Heads of Department to ensure that the curriculum is planned and implemented to ensure outstanding progress and attainment
- Annual PD plan and implementation for all staff
- Monitoring planning to ensure curriculum coverage.
- Carrying out work scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Formulating an action plan to move the school forward through the SDP
- Arranging CPD to ensure creative teaching is shown and taking place
- Manage the resourcing budget

Principal/CEO:

- Provide overall direction and management of the quality of curriculum provision offered to all learners
- Ensure that finances are budgeted to purchase resources
- Monitor review and improve the curriculum through SEF and Academy Improvement Plan
- Observe teaching, learning and progress/attainment
- Focus on continuous improvement through self-review, performance management and professional development of all teachers
- Provide PD and support for the Assistant Principal and Curriculum leaders



Monitoring and review

The quality of curriculum provision and the impact on student learning is monitored and improved through

- Lesson observations
- Analysis of student data- OTrack, Go4Schools etc.
- Diagnostic and summative assessment results
- Moderation
- Teacher observations and performance management
- Teacher professional Development
- SEF
- Academy Improvement Plan and Post-Inspection Action Plan
- Policy and procedural review
- KHDA/DSIB inspections
- GEMS internal inspections