



# Curriculum Policy

2023-24

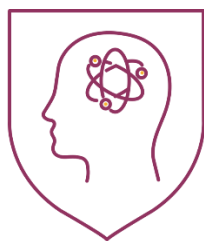
**Date last reviewed** | June 2023

**Review period** | Annually

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



***“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”***



The Science of Learning



Social Enterprise



Student Agency and Innovation

## Introduction

All children at The Academy 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 of our students. It includes not only the formal requirements of the National Curriculum for England, but also the broader curriculum offering of The Academy and MOE Subjects.

## Aims and Values

Our school curriculum is underpinned by our three pillars of:

- **The Science of Learning** – understanding how the brain learns best
- **Social Enterprise** – empowering our students to make a difference in the world that is, in order for them to help build the world that will be
- **Student Agency** – encouraging children to have voice, choice and ownership of their learning

These pillars are what 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 lifelong 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 and share with parents.

## National Agenda - UAE 'The Next 50'

The UAE's Golden Jubilee marks a major milestone that calls for revamping the country's development model. Institutional efforts across the UAE will be coordinated, and innovative expertise, talents and capabilities will be harnessed to design new systems for the next 50 years. A social vision will be developed to ensure engaging the whole society in shaping the future of the UAE to become the most advanced country that embraces the best wellbeing strategies worldwide.

## Inclusion\*\*

The curriculum at The Academy 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 a barrier to learning, 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 (LSA), 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 student of determination 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.

*\*\* Linked to the Inclusion Policy 2023*

## Primary Curriculum

### Early Years Foundation Stage

In EYFS, we follow the newly revised Early Years Statutory Framework for the Early Years Foundation Stage, published in September 2021 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.

FS Specialist Subjects:

- Arabic
- Music
- PE
- Swimming (FS1 begin in Term 3)

### Key Stages 1 and 2

The curriculum for KS1 and KS2 is dynamic, engaging and designed to meet the needs of all our pupils. All class lessons are based on the learning objectives in the National Curriculum for England. Teachers and curriculum teams continuously monitor and ensure that all objectives are taught throughout the year to ensure learning is meaningful and to increase opportunities for the application of knowledge, skills and understanding in real-life contexts. The expectation is outstanding progress in all areas of the curriculum so as to ensure that there is outstanding attainment for all.

KS1 and KS2 – Class Teacher

- English
- Phonics
- Maths
- Science
- Projects 4 Change Curriculum - Design & Technology, History, Geography, Art & Design, Social Enterprise (underpinned by the UNs 17 Sustainable Development Goals)
- Computing/Robotics
- Moral, Social & Cultural Studies

KS1 and KS2 - Specialist Subjects:

- Arabic A and Arabic B
- Islamic Studies
- French (Year 2 – Year 6)
- Spanish (Year 2 – Year 6)
- PE
- Swimming
- Music
- Performing Arts (Y1, Y5 & Y6)



Our 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 cognitive skills and learning in the context of a real-life situation under the broad aim to allow creative exploration through a broad range of subjects, incorporating 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 3

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 2 programme and a very clear progression pathway for our Key Stage 4 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 3:

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



- Art
- Design Technology
- Computing

*\*\*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 4

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 must take the following compulsory subjects:

- English Language
- English Literature
- Mathematics
- Science – Triple or Combined pathway
- Moral, Social and Cultural Studies
- Physical Education (non-examined)
- Islamic Studies (For Muslim students only)
- Arabic B is taught to non-Muslims until the end of Year 10

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 English Language Learners (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
- BTEC Level 2 Sport
- BTEC Level 2 Creative Media
- \*ASDAN

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

### Key Stage 5

At Key Stage 5, students can 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
- A Level English Literature
- A level French
- A Level History
- A level Law
- A Level Media Studies
- A Level Music
- A Level PE
- A Level Photography
- A Level Physics
- A level Politics
- 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
- BTEC Level 3 Entrepreneurship
- BTEC Level 3 Applied Science
- BTEC Level 3 ICT
- BTEC Level 3 Sport
- BTEC Level 3 Performing Arts





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 can select from the following enrichment activities:

- Global Futures Curriculum
- Sports Leadership
- Peer Mentoring
- Duke of Edinburgh
- Extended Project
- Enriched Curriculum including life skills and a practical preparation for university programme
- Learning to Learn lecture series

Moral, Social, Cultural Education (MSCE) 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.

## **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 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 and 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 book looks 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 Vice Principal, 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 and learning walks
- Analysis of student data
- 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