

## Curriculum Policy

*Vision: Grow - Flourish - Succeed*

*Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.*

### 1. Introduction

GEMS Founders School aims to provide a curriculum for all its pupils, offering breadth, balance, coherence, differentiation and progression. The curriculum is designed to help all pupils fulfil their individual academic potential, exploit their talents to the full, and appreciate through study the wealth of human achievement. This policy at GFS is under-pinned by the School's vision statement.

GFS provides a caring international environment, fostering cultural diversity.

Individual pupils achieve their full academic potential, inspired to become lifelong learners and responsible citizens of the global community.

### 2. Purpose of policy

The GFS curriculum will:

- Cover the National Curriculum for England according to the statutory requirements in
  - FS – EYFS
  - KS1 & KS2 – National Curriculum for England
  - KS3 – National Curriculum for England
  - KS4 - iGCSE
  - KS5 – A Levels
- Delivering Arabic and Islamic Education as required by Ministry of Education
- Seek to offer appropriate experiences beyond the statutory requirement which reflect the broader curriculum
- Recognise our cultural diversity and utilise the UAE's distinctive geography and rich history as a resource for learning through the UAE Social Studies programme and Moral Education Curriculum
- Allow pupils to acquire and develop skills in speaking, listening, literacy and numeracy
- Incorporate regular assessment and reporting as detailed separately in other school policies.
- Facilitate secondary pupils to apply and to join universities of their choosing in a wide range of countries and to provide guidance to assist the process
- Exam qualification provision through CIE and Oxford AQA via the delivery of both Curriculums in KS4 and KS5

### 3. Aims and objectives

Key Stage	Age	Year Groups
Early Years Foundation Stage	3 - 5	FS1 & FS2
Key Stage One	5 - 7	Years 1 and 2
Key Stage Two	7 - 11	Years 3,4,5 and 6
Key Stage Three	11- 14	Years 7,8 and 9

Key Stage Four (Studies leading to a International General Certificate of Secondary Education (IGCSE))	14 - 16	Years 10 and 11
Key Stage Five (Studies leading to AS/A Level qualifications)	16 - 19	Years 12 and 13

### **Breadth**

Breadth will allow pupils to have contact with different elements of learning knowledge, concepts, skills and attitudes and the different areas of learning aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

### **Balance**

Balance will allow each area of learning and experience appropriate attention.

Local, regional and international comparisons will be made in discussions concerning the best balance across the curriculum.

### **Coherence**

Coherence will be achieved through planning and discussion, with schemes of work for all courses at all levels documented in advance. Monitoring activities aim to consider individual pupil progress over the whole curriculum.

*Relevance will be achieved:*

- Through recognition of previous learning, with clear records maintained of work completed and standards achieved;
- Through planned progression;
- Through careful counseling in selection of subject options in Year 9 and Year 11, where maximum freedom of choice for the individual (within the inevitable constraints) will be a high priority.

This will be especially true in Key Stage 4 and 5 where this principle underpins all of the Information, Advice and Guidance (IAG) the pupils require to make vital curriculum choices, supported by Heads of Key Stage and the School Career's Counsellor.

The different needs of students will be achieved:

- Through detailed and appropriate planning and discussion on children's individual needs;
- Through teaching style and method;
- Through regular assessments.

Curriculum planning will take place throughout the year. Every effort will be made to match the resources of the school to the needs of its pupils, though it is accepted as inevitable that issues relating to viability may compromise curriculum ideals.

## **4. Inclusion**

Teachers at GFS ensure that all students:

- are taught to enable them to experience success. This will be achieved through differentiation and a range of strategies to meet the student's special educational needs.
- use tools and materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles and differences in which they are able to participate fully in class and have same learning experiences as their peers', regardless of any specific educational or medical needs
- have clear, challenging yet achievable learning targets and outcomes that enable them to succeed
- review and inform the next stage of learning outcomes by using assessments and performance records.
- Flourish classes will follow the curriculum as closely as possible but the main priority for these classes that the lessons are relevant to the needs of the students.

## **5. Personal, Social & Health Education (PSHCE) & Citizenship**

The need for pupils to be healthy, to stay safe; to enjoy & achieve, to achieve economic well-being and to make a positive contribution to the community lies at the heart of the primary and secondary curriculum. The programme for PSHE & Citizenship is integrated into the Primary and Secondary Curriculum through the prescribed areas of interaction. The SEAL programme in Primary is used to support the PSHE & Citizenship Curriculum. Please refer to our PSHCE Policy for any further guidance and information on this area.

## **6. Languages**

A range of languages are taught at GEMS Founders School:

Arabic A (Native Speakers)  
Arabic B (Non-Native Speakers)  
French – Year 4 to Year 10

In addition, many other languages are offered in our enrichment programme and as a core pillar of GFS we celebrate Home languages.

## **7. Parental involvement**

We encourage our GFS parents to be involved in our curriculum and particularly supporting our languages programme.

## **8. Roles and responsibilities**

- a. Senior Leadership Team and Extended Leadership Team - To regularly review and ensure the standards of curriculum planning are consistently good or better.
- b. Teachers - To plan and deliver the curriculum to the high standards expected from the National Curriculum for England and Ministry of Education.

## 9. Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School teaching staff and leadership teams for implementation.

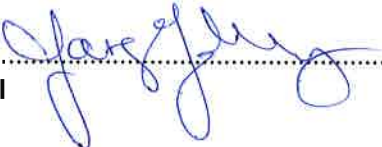
Each head of department/key stage will conduct a curriculum review on an annual basis to monitor the effectiveness of the curriculum. This should include input from all stakeholders and should inform adaptation of the curriculum for the following academic year.

## 10. Remote Learning/Blended Learning Programme (Term 1 2020-21)


The full curriculum will continue to be delivered through the Remote Learning Plan. Heads of department will ensure consistency of this, supported by their line managers. This will be monitored through quality assurance procedures to ensure a seamless transition between in-school and remote learning time. (Please refer to the GFS RLP for detailed provision). The Blended learning programme will support both in-school and remote learning following processes in place.

Signed  .....  
**Assistant Principal – Curriculum & Assessment**

Date 1.9 2020

Signed  .....  
**Vice Principal**

Date 1/9/2020

Signed  .....  
**Principal/CEO**

Date 1/9/2020