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 – International GCSE and BTEC Level 2
  - KS5 – International A Levels and BTEC Level 3
- 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 count ries and to provide guidance to assist the process
- Exam qualification provision through Edexel, AQA, Oxford AQA and Pearson (BTEC) 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 an International General Certificate of Secondary Education (IGCSE) and Level 2 BTEC	14 - 16	Years 10 and 11
Key Stage Five (Studies leading to AS/A Level and Level 3/ Diploma BTEC 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 internati onal 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 the Information, Advice and Guidance (IAG) pupils require to make vital curriculum choices, supported by Assistant Head Teachers and the School Careers Advisors.

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 (PSHE) & 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. These principles are further underpinned through the teaching of Social, Cultural and Moral Studies from Year 2 onwards.

6. Languages

A range of languages are taught at GEMS Founders School:

Arabic A (Native Speakers)
Arabic B (Non-Native Speakers)
French – Year 5 to Year 11
Spanish – Year 7 to Year 11

In addition, many other languages are offered in our enrichment programme.

7. Parental involvement

We encourage our GFS parents to be involved in our curriculum.

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

Remote Learning will be made available to a small cohort of students who meet the requirements set out by DHA and KHDA regarding exemptions from being in school full time. 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.

Signed ..... Date .....22 August 2025.....
Head of Primary

Signed ..... Date .....22 August 2025.....
Head of Secondary

Signed ..... Date .....22 August 2025.....
Whole School Vice Principal

Signed ..... Date .....22 August 2025.....
Associate Principal

Signed ..... Date .....22 August 2025.....
Executive Principal/CEO/Executive Vice President of Education

Next policy review date:
February 2026