



مدرسة النحو دبي  
Grammar School Dubai

# CURRICULUM POLICY

2023-24

Principal: Mr. Benjamin Barry

# CURRICULUM POLICY

Policy Name	Curriculum
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Viji Koshy/Ms. Razia Rasheed
Role	HOS/HOP
Approval	May 2023
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	August 2023

## Mission Statement

*Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.*

## School's Mission

*We are committed to delivering innovative and inspirational teaching that develops confident learners by:*

- *Encouraging students to take ownership of their learning.*
- *Developing teaching strategies that are innovative, engaging and fun.*
- *Preparing our students for the challenges ahead and make them ready for life as global citizens.*
- *Enabling our students to become critical, independent thinkers who embrace lifelong learning.*
- *Ensuring that equal opportunity exists to empower our students to achieve their personal best.*
- *Promoting a positive and respectful partnership with students, teachers, parents and the wider community.*
- *Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.*

## **Introduction**

All children at Grammar School 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 on 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 well planned to promote learning, personal growth, and development of our learners. 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 to enrich the experience of the children in Grammar School.

## **Aims**

We empower our learners to aim high. We develop an evidence-based set of values and attributes. The Curriculum is how 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. At Grammar school, we aim to build a caring and supportive community where everyone can grow up 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.

## **Aims**

The principal is responsible for the implementation of the curriculum policy and ensuring that the curriculum offered meets the needs of all students, in the context of the country in which the school is situated.

School staff are responsible for ensuring the policy and procedures are followed in school, and for contributing to curriculum development and delivery. They play a fundamental role in ensuring that every student experiences personalised program that meets their individual needs.

The National Curriculum for England is organised based on Key Stages, which are categorised as follows:

Key Stage	Age	Year Groups
Foundation Stage	4-5	FS2
Key Stage 1	5-7	Year 1 and Year 2
Key Stage 2	7-11	Year 3 – Year 6
Key Stage 3	11-14	Year 7 – Year 9
Key Stage 4	14-16	Year 10 – Year 11
Key Stage 5	16-18	Year 12 – Year 13

### **Concept-based Curriculum**

At Grammar School Dubai our unique, bespoke curriculum is constantly evolving to reflect the dynamic world that we live in. It is a concept-based curriculum that is skilfully designed to continuously reflect the varied interests and specific needs of our children making it truly personalised, diverse and inclusive. Enhanced by the addition of carefully selected concepts each term in each year group, children are empowered to question, discuss, and synthesize information at a deeper level. The concept-based curriculum is also underpinned by Essential Understandings, Factual Questions, Conceptual Questions and Provocative Questions established by teachers and children at the beginning of the planning process. These questions challenge the children's thinking and encourage them to make links across the curriculum and back to their own lives. Carefully planned, multi-faceted opportunities, projects and campaign bring learning to life, ensuring it is contextualised and purposeful, integrating several curriculum areas. In addition, opportunities are provided in a range of environments including academic, sport, performance, and creative arts.

### **The Early Years Foundation Stage (EYFS)**

The new Statutory Framework for the Early Years published by the DfE will be in place from August 2021 and will be underpinned by the 'Curiosity Approach'. The rich, play-based Early Years Foundation Stage curriculum supports children's physical, emotional, social and linguistic development, whilst also providing the foundations for literacy and numeracy. Knowledge, skills and understanding are developed through children's interests and curiosity.

The 'Early Years Foundation Stage' (EYFS) has four guiding principles that shape our practice. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

There are seven areas of learning and development in the EYFS. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development Personal
- Social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### Curiosity Approach

The Early Years is an accredited Curiosity Approach setting. The Curiosity Approach is a modern-day approach to Early childhood. The Curiosity Approach brings curiosity and wonder into Early Childhood and creates the 'thinkers and doers' of the future.

### Year 1 and Year 2 (KeyStage 1)

In Years 1 and 2, pupils continue their learning journey through a curriculum that is based on the educational philosophy of active learning. Pupils will build on and consolidate their learning through practical work, practice and the opportunity to use their learning. This approach will help create flexible, creative, and proactive pupils who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. The curriculum covers a wide range of subjects encompassing the National Curriculum for England - Key Stage 1 Curriculum- French, Music, Moral Social and Cultural Studies, Arabic and Islamic Education.

### Year 3 - Year 6 (KeyStage 2)

In Years 3 to 6 the pupils will continue to build on and develop their knowledge, skills and understanding through a learning-focused curriculum that prepares the pupils with 21st Century skills suitable for entry to Secondary School at age 11. The academic rigour of the Grammar School curriculum in the core subjects will be balanced with an interest driven, crosscurricular approach in the foundation subjects with a view to emphasising independent enquiry and a love of learning. Pupils will follow a rich and balanced curriculum which will be delivered by a combination of the class teacher and specialist teachers. An extensive co-curricular programme is in place to enrich and enhance pupils' Grammar School experience. The co-curricular activities aim to inspire pupils to be enterprising, creative and innovative.

### **Specialist Curriculum teaching**

Whilst the majority of the curriculum is taught by the class teachers from FS2 upwards, elements of the curriculum is delivered by specialists, this will include Arabic, PE and Music to start with but then increase to Islamic Education, French, Art as pupils get to upper classes.

### **Curriculum to support all pupils**

Our pupils are at the heart of our curriculum which is designed to take into account the local context of Dubai and the demographics, abilities, emotional well-being and experiences of our pupils. The curriculum needs to meet the learning needs of all pupils. A systematic assessment cycle feeds into an informed pupil progress review system which enables teachers to use data purposefully to provide supported curriculum pathways with clear targets, to all pupils and thereby allowing them to fulfil their academic potential.

### **Co-curricular programme**

To complement our rich and engaging curriculum, Grammar School offers a wide variety of co-curricular activities to pupils from FS2 upwards, which provide many different enrichment and enhancement opportunities. Pupils can pursue a range of different interests which will be led either by our teaching staff or external providers. Co-curricular activities run after school. Some activities will incur additional costs and this would be highlighted in the information to parents. The co-curricular options change each term and include anything from sports squads to coding and creative arts and to debating.

### **Senior School**

The curriculum is taught by subject specialists throughout the Senior School ensuring pupils receive the best possible learning experience. Biology, Chemistry and Physics are taught in specialist laboratories and dedicated rooms are also used for Art, Music and Computing/ICT.

The school also has an extensive program of co-curricular activities which extend and complement the timetabled curriculum. Attention to the individual pupil and to his or her educational development is paramount through all years of the curriculum: individual needs are always considered, and success is achieved through good teaching and learning, systematic tracking of progress and the setting of appropriate targets by the pupils' Form Tutor and the SLT. Our expectations are that pupils will play a full part in their own progress and development as they become independent learners. Parents will receive regular reports in various formats at appropriate times in the school year and will have the opportunity to meet with their sons and daughters' teachers. We actively encourage all pupils to attend Parent Teacher Meetings, the dates of which are on the school calendar, which can be found on the school's website.

### **Year 7-9 (KeyStage 3)**

In years 7 and 8, all pupils study English, Arabic, Mathematics, Science, Art, History, Geography, ICT, Music, Physical Education, French, Moral, Social and Cultural Studies, Islamic studies and regular PSHE are timetabled also.

Assessment is embedded into the curriculum through both formative and summative tasks which will allow teachers to know their pupils in depth and carefully monitor, track and plan for their progress. Pupils should, with the assistance of their Form and subject tutor, take ownership of their learning, should recognise their strengths and weaknesses and have the tools to address these.

In Year 9, all these subjects continue but there is a greater focus on helping pupils to decide the subjects they will eventually take to IGCSE. From the beginning of the year pupils are asked to consider their choices for Year 10 and are offered support from their tutor, and the Year Leaders – Pastoral and Academic as the year progresses. The Career Counsellor will act on advice from Heads of Departments as to the pupil's suitability for courses at Key Stage 4.

### KS3 to KS4

The options process in year 9 is extensively planned and adapted yearly to suit the cohort. All stakeholders (parents, students, staff) are coherently and professionally informed over a number of platforms and individual needs are meticulously managed. Last year all students were successful in having their choices met. Detailed curriculum plans are displayed around departments and sent home to parents. These allow students and their parents to understand progression. In Year 10, pupils choose four options – one each from the list below, which will be continued in Yr 11. The options blocks will alter each year based on student priorities, below are the options for Year 10 and Year 11 for AY 2023-2024

### KS4 to KS5

Post 16 there are multiple pathways on offer to our Inclusive Intake to ensure that they can benefit from the learning experiences that are right for them. Students are mentored and coached in small groups or 1:1 through their chosen pathways. A level courses are available in the widest spectrum of new and existing subjects. We have an in-house dedicated Careers Advisor who prepares students for their chosen careers and provides networking opportunities and advice through a wide range of weekly events including talks, newsletters and coaching. New subjects are introduced yearly. Grammar school curriculum evolves to match the needs of its students. Grammar School timetable is flexible and adaptable according to the needs and aspirations of its students. Typically, students are successful in having their choices met.

### Balance and Compliance

Year Group	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
No of Subjects	7	16	16	15	15	16	16	15	15	15	27	23	20	16
Arabic AB	2	3	6	6	6	5	5	5	4	4	4		4	4
ArabicAB/ICDL/Isl.Edu/SS												4		
IslamicAB/PSHE	1	3	3	3	3	2	2	2	2	2	2	2	2	2
English	5	5	5	5	5	5	5	6	6	6				
Eng Immersion/Key Skills	1	1	1	1	1	1	1	1	1	1				
ESL/EFL												5		
ESL											5			
Maths	5	6	5	5	5	6	6	6	6	6	5	5		
Science	3	4	4	4	4	4	4	4	4	4				
CS													1	
S.St		1	1	1	1	1	1	1	1	1	1			
History		1	1	1	1	1	1	1	1	1				
Geography		1	1	1	1	1	1	1	1	1				
Moral Education		1	1	1	1	1	1	1	1	1	1	1	1	1
Art	1	1	1	1	1	1	1	1	1	1				
Music	1	1	1	1	1	1	1	1	1	1				
PE	2	2	2	2	2	2	2	2	2	2	1	1	1	1
Computer		1	1	1	1	1	1	1	2	2				
French					1	1	1	1	1	1				
English Emersion		1	1	1										
Reading		2				1	1							
STEAM	1	1	1	1	1	1	1	1	1	1				
Elective 1											4	4	6	6
Elective 2											4	4	7	7
Elective 3											4	4	7	7
Elective 4											4	4	7	7
<b>Total Periods Per Week</b>	<b>22</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>



KS4-Optional Subjects-Year 10 [4 lessons per week]			
Option A	Option B	Option C	Option D
Physics	Chemistry	Biology	Biology
Business	Economics	Accounting	Psychology
Art & Design	Media Studies	Geography	ICT
Chemistry	Physics	ICT	History
		Business	

KS4-Optional Subjects-Year 11 [4 lessons per week]			
Option A	Option B	Option C	Option D
Physics	Chemistry	Biology	Accounting
Chemistry	Physics	Business	Psychology
Biology	Economics	Art & Design	ICT
	Media Studies		History

KS5-Optional Subjects-Year 12 [7 lessons per week]			
Option A	Option B	Option C	Option D
Physics	Chemistry	Biology	Psychology
Business Studies	Accounts	Economics	Maths
Media Studies	Eng Lit	Geography	IT
	Art & Design		

KS5-Optional Subjects-Year 13 [7 lessons per week]			
Option A	Option B	Option C	Option D
Physics	Chemistry	Biology	IT
Business	Eng Lit	Maths	Psychology
	Accounts		ART
			Economics

**CPD Focus Areas**

- Curriculum Mapping
- Curriculum Adaptations
- Exam Marking
- Result Plus Analysis
- Integration of enterprise and innovation in Curriculum



### **Quality Assurance**

Teachers, led by Head of Sections and Head of Departments are responsible for preparing long, medium and short-term planning documentation which outlines curriculum delivery according to this policy and for ensuring that this documentation is stored centrally on the college network.

Through the annual self-evaluation cycle, judgements on the quality of curriculum provision are made through:

- Lesson observations
- Planning scrutiny
- Work scrutiny
- Assessment scrutiny
- Data analysis
- Discussions about pupil progress
- Learning walks.

Records of these judgements are stored centrally within the annual evidence base that informs the Self Evaluation Form (SEF) and School Improvement Plan (SIP).

### **Enabling Learning Environments**

Learning environments (including displays, working walls, virtual classrooms and proud boxes) both inside and outside from FS2 - Year 13 are vibrant, welcoming, celebratory and are an invaluable learning resource. They represent 'an additional adult in the room' and are a way of engaging, supporting and inspiring children. In addition, they build a sense of belonging and community within the class. Examples of good learning environments across school can be found here. Learning Environments at Grammar School Dubai:

- Are personalised
- Celebrate a wide variety of the children's current learning capturing individuality
- Reflect pupil voice
- Inspire and motivate.
- Represent and value all children and their outcomes.
- Enable current learning.
- Create awe and wonder, prompting questions, curiosity and critical thinking.
- Support next steps and encourage reflection.
- Role model expectations
- Are skillfully enhanced to incorporate children's current interests and ideas

### **Learning Outside the Classroom**

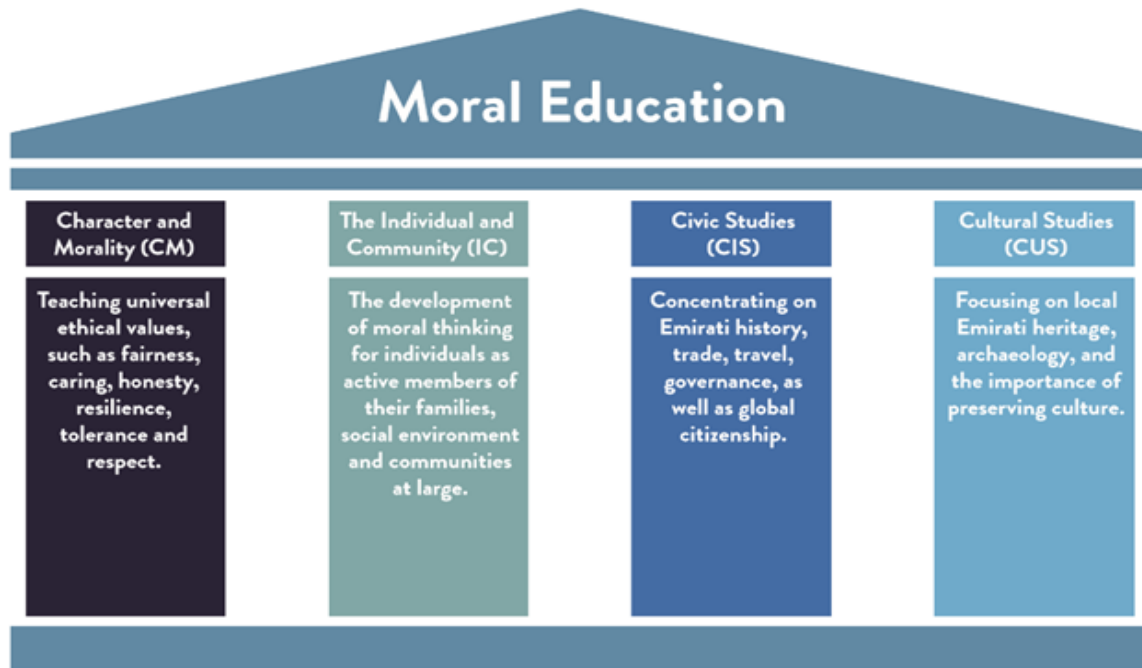
We encourage learning to be taken beyond the limits of the classroom. Our facilities, warm community, inspiring local culture and places of interest in the local area provide authentic opportunities for enrichment. Where learning opportunities can be supported or further enhanced through practical, hands-on experiences. Children have the opportunity to hone their team building, leadership skills, as well as their independence, resilience and grit via independent learning. Community service, charity and citizenship are a key focus of the curriculum.

### **Extra-Curricular Activities**

We offer an extensive program of extracurricular activities for all children from Years 1 -Year 13. Activities run after school and are led by External/Internal staff. We involve the student voice to generate ideas for future clubs so that everyone has an opportunity to develop their talents and passions.

### **Moral Social and Cultural Studies**

MSC is compulsory subject from Year 2 to Year 13 for all students. It focuses on below pillars:



- Moral studies aims to develop the individual as a moral being, develop language understanding and skills of moral thinking and reasoning. It also helps students in applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.
- Social Studies increases awareness of UAE culture and traditions. Children learn about the unity of the Emirates and cover topics such as the Emirati traditions, past and present.
- Pupils use a variety of resources (e.g. maps, graphs, tables, iPad, atlases, photographs and statistics) in a critical manner, in order to explore and cover many skills such as: knowledge, understanding, communication, research and organisation.
- Studying Social Studies develops knowledge of places and environments throughout the U.A.E, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. Such real-life skills prepare pupils for adult life and employment.
- Cultural Studies infuse individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.

### **Inclusion**

Grammar School is a highly inclusive mainstream school. Our aim and ethos are to personalise our curriculum to meet the needs of every child, every mind and everybody. We tailor and personalise the curriculum to meet the needs of each learner whilst also ensuring each student is sufficiently challenged to achieve their full potential. A whole school differentiation support system is in place to ensure all learners can access the curriculum and are sufficiently challenged.

### **Monitoring and Review**

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:

**Benjmain Barry**

Policy review date: August, 2023

Date: May, 2023

