



<b>TITLE OF POLICY</b>	<b>Curriculum Policy 2016 - 2017</b>
<b>COVERAGE</b>	<b>Whole School</b>
<b>PERSON RESPONSIBLE</b>	<b>Heads of Primary &amp; Secondary</b>
<b>CONTRIBUTORS</b>	<b>SLT, Subject Leaders</b>
<b>DATE OF RATIFICATION</b>	<b>January 2016</b>
<b>DATE FOR REVIEW</b>	<b>January 2018</b>

## **Rationale**

As a British international school, we are proud to root our curriculum firmly in the English National Curriculum for England and Wales, but equally excited to be able to draw upon, and hybridise, the best elements of different curricula worldwide. We also aim to ensure that everything retains, where appropriate, a 'flavour' local to our host nation and region, and to enable our local students, where necessary, to achieve Jordanian, Tawjihi 'equivalency'.

We are also determined to strike the optimal balance between a written, horizontally and vertically articulated curriculum, and the importance that each child be able, to some extent, to cocreate their own curriculum map (in line with our #earlyyears philosophy). In this way, we aim to maintain a formal, curriculum and skills map, but ensure it remains a student-centred flexibility in all year groups.

## **Early Years and Foundation Stage**

In Foundation Stage 1 class (age 3-4) and Foundation 2 classes (age 4-5) the children follow the Early Years Foundation Stage (EYFS) Curriculum of England.

We take the approach that each child is unique, with special talents and abilities and an individual learning style. We acknowledge that children develop and learn in different ways and at different rates, and believe that all areas of learning and development are equally important and inter-connected.

We see our children as naturally competent learners from birth, resilient, capable, confident and self-assured, and have designed a programme to build on these qualities, developing positive supportive relationships to nurture an inquisitive approach to learning where making mistakes is viewed as an important part of the learning process. In educating our children to become strong, responsible, independent learners, our teachers recognise that the learning environment plays a key role in supporting and extending a child's development.

Our Foundation classes offer a safe, caring learning environment, which promotes physical, mental, and emotional health and well-being, with good communications skills, as part of the core curriculum, with a strong focus on developing key literacy and numeracy skills, artistic abilities and interests and a general knowledge and understanding of the world.

In addition to the core curriculum, we also offer a rich programme of class trips and extracurricular activities, and work in close partnership with parents to support our children on their learning journey through Nursery and Reception, to Year 1.

## **Seven Areas of Learning and Development**

The Early Years Curriculum is based on seven key areas of learning.

In the Nursery Class we focus strongly on the three Prime Areas which are the basis for successful learning in the other four specific areas:

- Personal, social and emotional development;
- Physical development

- Communication and language

Personal, social, and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As children grow in confidence and ability within the three prime areas, the balance will slowly shift towards a more equal focus on all seven areas of learning, including:

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

**Literacy** development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – books, poems, and other written materials, to ignite their interest.

**Mathematics** involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children's progress in each area is continually assessed so that their development needs are met early.

### **Key Stage 1 and 2**

The Primary School Curriculum follows the 2014 British National Curriculum offering our students a rich learning environment, challenging our students to set high goals and to strive for academic excellence in a truly international context. Our classes are taught by an international team of qualified, experienced native English teachers, with teaching assistants present to help ensure that students are working towards their goals and making, at least, the expected progress. The curriculum focuses on the key areas of:

- English which includes the teaching of phonics in all Key One classes and where appropriate in Key Stage Two.
- Mathematics

- Computing
- Modern Foreign Languages (Options: Arabic or French)
- Music
- PSHE - In addition to a comprehensive pastoral programme, all students in Year 6 undertake a number of *Leadership, Enterprise, Global Citizenship and Service* (LEGS) projects each year, delivered through the House system. All students attend a whole school assembly and year group assembly once a week.
- PE

Each of these subjects is taught discretely and as such specific time week on the Primary timetable.

### Cross Curricular

In addition to the subjects taught discretely, there are cross curricular (Topic) lessons in which Science, History, Geography, Drama and Art / DT are taught, These lessons are linked / cross referenced with the curricula for English and Mathematics and adapted where appropriate for the international nature of our school. Topics are blocked across the year and allow the delivering of a cross curricular manner which engages our students in the learning process.

### **Key Stage 3**

In a 'Life After Levels' landscape, and following recent, and seismic, shifts in the National Curriculum at Key Stage 3, we see the curriculum in Years 7 to 9 as a bridge between Primary and (I)GCSE. As such, we aim to build upon what is learnt at Key Stage 2, and prepare for what will be learnt at Key Stage 4, whilst keeping the curriculum experience as 'alive' as possible.

All students in Key Stage 3 study the core subjects of English, Maths and Science, and PE is also taken twice a week. In addition, **two** foreign languages are chosen (from Arabic, French or Spanish), one of which is then studied to (I)GCSE level in Years 10 and 11. All students also study Computer Science, History, Geography, Food & Nutrition, Art, Drama, Music, Global Citizenship and Physical Education.

### **Key Stage 4**

With the foundation laid at Key Stage 3, Key Stage 4 enables our students to consolidate and demonstrate their knowledge and skills across a range of subjects, and, for most students, this also acts as a preparation for more specialist study in Year 12 and beyond.

In Year 10, all our students commence externally assessed GCSE or IGCSE courses, examined through Edexcel or Cambridge International Examinations (CIE). In Years 10 and 11, in addition to the core subjects, PE, Global Citizenship and **one** language, students have the opportunity to opt for three subjects that are also followed to (I)GCSE over two years. These subjects currently include: separate Sciences (3 (I)GCSEs); Geography; History;

Business Studies; Computer Science; French; Spanish; Arabic; Art; Drama; Music; Food and Nutrition; and PE.

### **Key Stage 5**

In our 6th Form, as we aim to prepare them for admission to the right course and institution at Higher Education level, students choose from one of two pathways, or, in individual cases, a mixture of both. In addition, Year 12 and 13 students all take part in a fitness programme, and Year 12 students follow an enrichment programme further to prepare them for university and college entries.

**Pathway 1:** Most students opt for our A Level pathway, provided that they have met our entry criteria. The 'A' Level is widely regarded as the 'gold standard' in terms of pre-University qualifications, and enables students to specialise in four subjects, which they study, in depth, for two years. The subjects currently on offer include: Maths; English Literature; Biology; Chemistry; Physics; ICT; Business Studies; Economics; Psychology; Arabic; French; Drama; Art & Design; History and Geography.

**Pathway 2:** Some students begin, instead, the BTEC programme, a suite of vocational qualifications more suited to students with a particular learning style and aptitude. These are offered both at Level 2 (equivalent to GCSE) and at Level 3 (equivalent to A Level), and, currently, in the following subjects: IT, Travel and Tourism and Business (Level 3); and Hospitality, Travel & Tourism, Business and IT (Level 2).

### **ALL Secondary**

In addition to a comprehensive pastoral programme, all students undertake a number of *Leadership, Enterprise, Global Citizenship and Service* (LEGS) projects each year, delivered through the House system. All students also attend assembly, usually once a week.