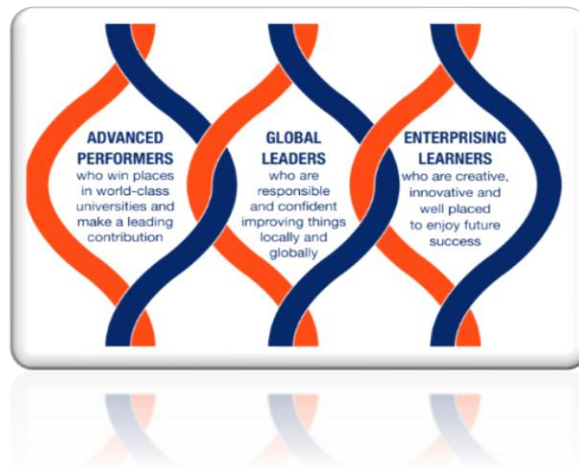


Curriculum Policy




CARE

I respect the needs of my stakeholders. I ensure they feel listened to and cared for.



EXCELLENCE

I dream big, setting ambitious goals, delivering the highest quality and aiming to be the best at what I do.



ALWAYS LEARNING

My open-minded curiosity fuels my love for learning. I ask questions and strive so that I continuously learn and improve.



ONE TEAM

I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.

Reviewed by	Kelvin Hornsby, David Craggs, Hazel Govender, Josephine Wood, Sarah Oliver-Browning
Date of review	September 2021



Introduction

All children at GEMS Cambridge International School Abu Dhabi have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. High Performance Learning is embedded into all areas of the curriculum, ensuring an emphasis on mastering values for learning. It is fully in keeping with the school's aims, guidance from the National Curriculum for England and local UAE educational policies. The curriculum includes all of the planned experiences that we organise in order 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 facilitates in order to enrich the experience of the children and the GEMS Cambridge International School – Abu Dhabi Learner Profile.

Aims and Values

Our school curriculum is underpinned by the GEMS Cambridge International School – Abu Dhabi Learner Profile that we hold central to our school. We empower our learners to aim high. As an accredited *High Performance Learning* school we develop an evidence-based set of HPL values and attributes. 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 the learners' confidence and motivation to learn through the use of HPL and 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 that are adapted and evolve to meet the requirements of the UK National Curriculum, ADEK expectations and our local and global context. These are regularly reviewed and adapted by teaching staff. Details of the main content and topics taught each term are provided for parents in the form of Year group specific curriculum overviews.

National Agenda- UAE Vision 2021

The National Agenda aims for all schools to be innovative and has set as a target that our learners rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. We acknowledge the National focus of the UAE being within the top 20 countries of the PISA and in the top 15 countries for TIMSS assessments by 2021.

Moral Education is also a statutory part of the curriculum and is taught in an imaginative way to help learners 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 learners, who have an Arabic passport study the MOE curriculum for Arabic and in the same way Muslim learners will study the MOE curriculum for Islamic.

Inclusion

We are a fully-inclusive, non-selective school and we support all our learners to ensure that they can perform highly.

If a learner displays signs of having special needs, the learner's teacher will work with the family and the Head of Year to gather evidence and observations of the key barriers to learning. At wave 1 the learner will have an APDR plan that will give short bursts of intervention. Support will be given through in class interventions and use of Quality First Teaching. Should the need for further support be deemed necessary after one or two cycles of wave 1 support, then with the permission of the parents the Student Support Team will be called to observe and assess. At this point the learner will either be given Wave 2 intervention and an Accommodation Plan or the learner will be referred to one of the in school therapists or external professionals.

Once a learner is deemed to need extra in class adult support the learner is moved to Wave 3. Timetables, are adapted, interventions put in place and a formal Individual Education, Play or Behaviour Plan is put in place. The Individual Educational Plans (IEPs) are in place for each of the learners who are level/Wave 3 on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each learner at regular intervals.

Should a learner need more specialized intervention and a highly adapted timetable then the school offers a nurture Group environment which is overseen by SEN Teachers, LSAs and Specialists. Timetables are



completely bespoke depending on the need of the child. All efforts to integrate our high needs learners into mainstream subjects during the week or opportunities to socialize with their mainstream peers are taken.

Primary Curriculum

Early Years Foundation Stage

In EYFS, we follow the 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.

There are seventeen Early Learning Goals, across the 3 prime and 4 specific areas of learning.

Prime areas:

- Communication and Language Development
- Physical development
- Personal, Social and Emotional Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

FS Specialist Subjects:

- Arabic
- Drama
- Music
- PE



Key Stages 1 and 2

All class lessons are based on the National Curriculum for England. The focus on the majority of curriculum being that of the core subjects: English, Mathematics and Science. All other areas are integrated through learning themes. Trackers ensure that all objectives are taught throughout the year. Learning is differentiated and aspirational. The expectation is outstanding progress, to ensure that there is outstanding attainment for all.

KS1 and KS2 – Class Teacher

- English
- Mathematics
- Science
- Connected Curriculum - Design and Technology, History, Geography, Art and Design and Computing
- Moral Education
- Creative and Innovative Activities

KS1 and KS2 - Specialist Subjects:

- Arabic A and Arabic B
- Islamic Studies
- Social Studies
- PE
- Music

Thematic and Text-Rich Curriculum

Our school curriculum is connected through themes and texts. We ensure a full coverage of the learning objectives, with clear mapping, frequent repetition and a spiraling approach which encourages our learner to make links and build on prior learning, in turn, this allows for the meeting and exceeding of each learning objective as well as the fluidity of transferable skills. Our HPL values have been embedded throughout the planning which will drive innovation, creativity and self-belief, as well as building core skills. Our curriculum is built on carefully chosen texts that link with our themes and expose our learners of high-quality language and vocabulary. Learning of hyper personalized through dialogue and talk based learning.

Our text rich curriculum is available in a child friendly display, in each year group; this allows learners to visualize how their learning grows, how ideas and themes link throughout our curriculum and everyday learning.



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 Three

Key Stage Three is where learning is delivered by subject specialists. It provides uninterrupted continuation from our Key Stage Two Programmes and a very clear progression pathway for our Key Stage Four courses, including GCSEs and IGCSEs. We place high value on our curriculum being balanced and stimulating, fostering an academic culture which encourages learners to become independent enquirers and thinkers, learners who read widely, challenge and question.

We aim to develop character in our learners by ensuring our provision, both curricular and extra-curricular, fully engages them in their learning and that learners 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 Three:

- English
- Mathematics
- Science (including Biology, Chemistry and Physics)
- **Arabic A and B
- Islamic Studies
- Social Studies
- Moral Education
- Art
- French
- Geography
- History
- Information Communication Technology
- Music
- Physical Education

**Arabic A is taught to learners with an Arabic passport. Arabic B is taught to learners that do not hold an Arabic passport.



Key Stage Four

During Year 9, learners have the opportunity to choose two option subjects to study at GCSE or IGCSE Level, alongside a number of core subjects. Unless special dispensation has been sought, all learners have to take the following compulsory subjects:

- English Language (First Language or English as a Second Language)
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- Social Studies
- Moral Education
- Physical Education (non-examined)
- Islamic Studies (For Muslim learners only)

Added to this, there are a range of options from which the learners select two additional subjects to study. Those learners who may commence their GCSE studies with a low level of English will get additional support through our ELL curriculum which is tailored specifically to each learner's needs.

The option subjects include:

- Art
- Business Studies
- Computer Science
- Community Languages
- French
- Geography
- History
- Information Communication Technology
- Music
- Physical Education
- Psychology



Key Stage Five

At Key Stage Five, learners have the opportunity to select from a range of A Level and International A Levels depending on their academic performance at Key Stage Four. All subjects have entry requirements on to the 'Gold Standard' of post 16 examinations and outlined in the Sixth Form course guidance booklet. Learners will select a minimum of 2 up to a maximum of 4 qualifications from the following:

- A level Art and Design
- A Level Biology
- A Level Business Studies
- A Level Chemistry
- A Level Computing
- A Level Community Languages
- A Level English Literature
- A level French
- A Level Geography
- A Level History
- A Level Information Communication Technology
- A Level Mathematics
- A Level PE
- A Level Physics
- A Level Politics
- A Level Psychology
- A Level Spanish
- AS – English (General)

In some instances, learners may switch to an AS qualification at the end of year 12 if they are to leave the A Level programme early due to relocation.



The CIA Learner Profile

Integral to learning at GEMS Cambridge International School – Abu Dhabi is the CIA Learner Profile. As part of the CIA curriculum for all learners, the concept of enhancing learning and life skills, as well as knowledge, is seen as a key priority. HPL identifies key characteristics and attributes that prepare young people to succeed in learning and in life, and categorises these into Advanced Cognitive Performance characteristics (ACPs) and Values, Attitudes, Attributes (VAAs).





Advanced Cognitive Performance characteristics (ACPs)

Meta-Thinking:

Reflecting on their own thinking, knowingly using a wide range of thinking approaches, and transferring knowledge from one circumstance to another; Self-regulation; The ability to monitor, evaluate and self-correct; Big picture thinking; Working with big ideas and holistic concepts.

Linking:

Use connections from past experiences to seek possible generalisations and assist conclusions. Analysis; Critical or logical thinking; the ability to deduct, hypothesise and reason; Complex and multi-step problem solving; The ability to break down a task, decide on a suitable approach and then act.

Creating:

Intellectual playfulness; The ability to abandon one idea for another or generate multiple solutions.

Realising:

The ability to use some skills with such ease as they are no longer require active thinking.

Values, Attitudes and Attributes (VAAs)

Empathetic:

Collaborative Seeking out opportunities to receive responses to work, to present their own ideas to others clearly and concisely and to listen to and act upon the views of others.

Agile Thinking:

Enquiring; Being curious, proactive and thinking independently Creative and enterprising; open-minded and flexible in thought processes.

Hard-working:

Resilience; Overcoming setbacks and remaining confident, focused, flexible and optimistic; Perseverance; Being able to keep going, to face obstacles and difficulties but never give up.



What is the aim of the CIA Learner Profile?

- To help learners develop a love of learning in and beyond the school.
- To help prepare learners for life in a rapidly changing world.
- To build upon the skills embedded in subject lessons.
- To give coherence and a whole school reference point for the learning strategies taught in subject lessons.
- To provide learners with a clear pathway for developing learning skills throughout their school experience.
- To place the emphasis on the learner to own and manage the process of learning enhancement.
- To develop resources and lessons which challenge learners to engage in the process of consciously developing their skill set.
- To provide a practical structure for learners to realise the qualities of the CIA learner.

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 in order to optimise learning opportunities when they arise.
- Implementing the curriculum and monitoring learners' progress through assessment

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 learner progress in that subject area as per the QA calendar including the review of planning, learner book work, lesson observations, homework, classroom displays, capturing learner 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.

Line Managers:

- Working with the Heads of Department to ensure that the curriculum is planned and implemented to ensure outstanding progress and attainment
- Annual Continuous Professional Development plan and implementation for all staff
- Monitoring planning to ensure curriculum coverage
- Carrying out work scrutinies alongside planning
- Observing teaching and learning to ensure progress is being made within the topics
- Regular reviews of the curriculum
- 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 School Improvement Plan
- Observe teaching, learning and attainment/progress
- Focus on continuous improvement through self-review, performance management and professional development of all teachers
- Provide CPD and support for the Vice Principal, Heads of School and Curriculum leaders



Monitoring and review

The quality of curriculum provision and the impact on learning is monitored and improved through

- Lesson observations
- Analysis of learner data
- Diagnostic and summative assessment results
- Moderation
- Teacher observations and performance management
- Teacher Continuous Professional Development
- SEF
- School Development Plan and Post-Inspection Action Plan
- Policy and procedural review
- ADEK inspections
- GEMS internal inspections