



# GEMS WELLINGTON INTERNATIONAL SCHOOL

## *Curriculum Policy*

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## Curriculum Policy



At GEMS Wellington International School, we are committed to ensuring all students have equal opportunities and a quality education, ensuring success within a truly inclusive landscape of mutual respect and equity for all. Our Curriculum reflects our commitment to all students as we strive to ensure that all students experience a personalised learning experience through a curriculum that is truly tailored to their individual needs, enabling every student to feel supported and challenged across all subjects. The procedures laid out in this policy apply to all students and take into account individual needs and abilities.

### Definition

The term **curriculum** refers to the lessons and academic content taught. Curriculum refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

### Rationale

At GEMS Wellington International School, we believe that learning is an enjoyable, lifelong process through which everybody can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement, ensuring that each learner has access to a broad and balanced curriculum. In this way, we aim to nurture and develop each individual socially, emotionally, academically and physically, thus preparing them to make a positive contribution to society. Entrepreneurship, technology and innovation is also a central part to our curriculum at WIS, ensuring students are exposed to future-focused initiatives and learning skills that will empower them to become the future leaders in a technology advanced world - in line with the UAE 2071 vision. The curriculum is designed and developed to be inclusive, engaging, challenging and aspirational with a wide range of subjects and pathways for students to find their passions and interests.



## Aims/Objectives

- To identify, nurture and harness every child's unique talent and potential so that they develop as confident, resilient and enquiring learners.
- To provide an innovative and dynamic learning environment where students feel inspired, challenged and united towards achieving excellence.
- To ensure that students acquire the knowledge and skills, including numeracy and literacy skills, relevant to adult life and a world of rapid and continuous technological change; so that they can take their place in society as informed, confident and responsible citizens.
- To help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To ensure continuity and progression within the school and between phases of education and prepare them to make informed and appropriate choices post 16 and post 18.
- To ensure that high expectations and standards are the norm and that students are self-disciplined, and enthusiastic learners for life.
- To offer a wide range of opportunities for students to excel.
- To be a community where all students, staff and parents are engaged in learning and the life of the school

## INDIVIDUAL POLICY REQUIREMENTS

### Procedures:

The quality of life and learning within our school is all important and we endeavour to provide a curriculum that extends beyond the one contained in the National Curriculum. It is a combination of the broad and balanced range of subject areas that make up the National Curriculum, GCSE's, BTEC qualifications, IB Diploma and Careers related Programme and the personal, moral and social skills and attitudes that enable students to mature into well-educated adults. Through a curriculum that has breadth, balance, relevance, differentiation; progression and continuity and coherence, we aim to provide every student with the opportunities to learn, to be challenged and to succeed. As a school, we form strong partnerships with global organisations that enhance the effectiveness of our curriculum.



## Lower School Curriculum (FS1 – Year 4)

**In the Early Years** the EYFS Curriculum is uniquely designed using the learning statements from Development Matters in the Early Years Foundation Stage (2021) and is appropriately adapted to suit the individual needs of our diversified cohort of International students. Students and teachers work collaboratively when choosing 6 umbrella topics that switch focus every 3 weeks, which encompass all 17 areas of learning through play-based, engaging learning opportunities. Placing the students at the centre of the planning for learning process allows them to build a more meaningful understanding of the abstract skills and concepts they will acquire in FS. Lessons are planned accordingly to suit all students' cultural beliefs and experiences through choice of multicultural books and literacy links, by celebrating all festivals (Ramadan/Diwali etc.) and most recently, through our newly structured 'Around the World' lesson.

Active learning and Guided Discovery lay the foundations for innovative, outstanding practice in EYFS. Both Indoor and Outdoor provision is enhanced to suit the individual needs and interests of each child, based on their unique learning style. Students use key skills and knowledge acquired within a classroom setting and apply them in specific zones, which provide unlimited independent opportunities for inventiveness, imagination and resourcefulness. Students become facilitators of their own learning allowing them embed skills such as building, creating, designing and analysing through play-based practice. Students naturally grow into confident, risk-takers and build up resilience to change. Lifelong learning skills develop as students investigate and experiment with their own ideas and theories. Technology and computing are also introduced in EYFS, allowing them opportunities to begin developing key skills.

**At Key Stage 1** As a British Schools Overseas (BSO) school, we follow the requirements of the National Curriculum alongside objectives that take account of the experiences of our students and the location we are in. Pupils in both Key Stages study English, Maths, Science, Computing, History, Geography, Art & Design, Design Technology, PE and Performing Arts. Pupils learn French from Y2. Islamic Education (for Muslim students) and Arabic as a first and second language is taught formally from Y1 upwards but is introduced during EYFS. Students also have lessons in the Moral, Social and Cultural Studies of the UAE. Some of these subjects are taught discreetly, but others combine into a thematic curriculum approach that provides a meaningful context for the learning outcomes. Student leadership, entrepreneurship and innovation/robotics also lies central to our enhanced curriculum.



### Lower / Middle School Curriculum (Year 2 – Year 9)

**At Key Stage 2 and 3** all students meet the requirements of the core National Curriculum, studying Mathematics, English and Science. Students in Year 5 and 6 experience more specialist teaching in these core curriculum subjects, as well as in languages, computing and Design Technology. Students study a range of subjects including History, Geography, Computer Science, Art, Design Technology, Music, Drama and Physical Education. Students have the choice in Year 8,9 to elect to study from a choice of pathways including the performing arts, coding, robotics, sustainable design and entrepreneurship. In addition, students in key stage 3 start to study a variety of Modern Foreign Languages (French, Spanish and German). In compliance with the Ministry of Education Decree, students' study either Arabic A or Arabic B. Arab and Non-Arab Muslim students also take Islamic Studies, in compliance with the Ministry of Education Decree. Students also study the Moral, Social and Cultural Studies programme (MSC).

### Upper School Curriculum (Year 10 – Year 13)

**At Key Stage 4** Students continue to follow the requirements of the National Curriculum, whilst embarking on public examination courses leading to GCSE, IGCSE, BTEC Level 2 and other qualifications. All students study English, Mathematics, Science and PE. English includes English Literature for most students. Students are given the opportunity to select a wide range of additional subjects to study.

In compliance with the Ministry of Education Decree Islamic Studies Education is taught to Arab Muslim and Non-Arab Muslim students. In compliance with the Ministry of Education Decree Arabic A is taught to Arab Students. In compliance with the updated Ministry of Education decree, students in Year 10 study Arabic B.

**At Key Stage 5** Students follow the IB Diploma Programme, Courses or Careers Related Programme. All students must study English, Mathematics, a Science, and a Language.

In compliance with the relevant Ministry of Education Decree, Islamic Education is taught to Arab Muslim and Non-Arab Muslim students until the end of Year 13.

In compliance with the relevant Ministry of Education Decree, Arabic A is taught to Arab students until the end of Year 13.



## Tutor time (GroWell)

All students follow a Wellbeing curriculum (GroWell) as part of their tutor time sessions, which is delivered by form tutor and class teachers.

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## Responsibilities:

The **Vice Principal for Curriculum Strategy** will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of WIS and indicate how the needs of individual students will be met.
- This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of digital and creative technologies. The emphasis on a High-Performance Learning and the IB Learner Profile methodologies will be evident at all levels of planning.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Senior Leadership Team annually, through monitoring of planning and timetables.
- All students are able to access the curriculum through effective and appropriately resourced differentiated activities. Where appropriate, the individual needs of some students are met by permanent or temporary withdrawal from the National Curriculum.
- The Curriculum is designed to reflect our local community and the opportunities within our local area. The curriculum will also ensure that all aspects of community cohesion are addressed.
- The procedures for assessment meet all legal requirements and students and their parents receive information to show how much progress the students are making, how they compare with national and international expectations, and what is required to help them improve.

**Curriculum Leaders, Subject Leaders and Year Leaders** will ensure that:

- Appropriate audits will be carried out to record curriculum coverage and ensure continuity and progression for students across the school.
  - The school curriculum is implemented in accordance with this policy.
  - The subjects for which they have responsibility are led and managed effectively to enable successful delivery of the whole curriculum, using high-quality resources.
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## Arrangements for monitoring and evaluation

The Senior Leadership Teams will receive regular reports through line management systems from the identified staff covering the following information:

- The standards reached by individuals, groups and cohorts in all curriculum areas.
- The number of students for whom the curriculum was misapplied, the arrangement which were made, how students and parents were informed, how progress was monitored, the progress made by those students.
- The evidence of the impact of the Curriculum on achievement and enjoyment.
- The views of staff about the action required to improve achievement.
- The nature of any parental complaints.