



## **GEMS Metropole School - Curriculum Policy**

<b>Version</b>	2020.2
<b>Effective From</b>	1 <sup>st</sup> September 2021
<b>Extent of Policy</b>	GEMS Metropole School
<b>Policy Owner</b>	Deputy Headteacher (Curriculum)
<b>Authorised by</b>	Principal
<b>Review by</b>	September 2022
<b>Governor</b>	Matthew Burfield
<b>Frequency of Audit</b>	Annual
<b>Circulation</b>	Website
<b>Publication</b>	Teaching Staff Files

### **Curriculum intent**

**Discover curiosity. Discover change. Discover confidence.**  
***#discoverleadership***

#### **Intent**

We provide a purposeful curriculum which ignites curiosity and a passion for learning. Students develop their social conscience through gaining a greater understanding of how they can impact change in the wider world. Through this we develop world class learners and leaders to prepare them for opportunities beyond GEMS Metropole School.

#### **Implementation**

Through implementing a purposeful approach to learning, the belief is that our students lead positive change through their social conscience for future learners and generations to come. The curriculum design is broad and balanced and progressively builds on skills, knowledge and conceptual understanding year on year. The Teaching and Learning Policy illustrates how we develop learning and learners across the school. Each subject has a very clear and progressive range of knowledge, skills and conceptual understanding that are built on each year. In addition to this, High Performance Learning skills and attributes are embedded into lessons as a way of creating advanced learners.

The fully inclusive curriculum enables all students, including those with disabilities and additional needs, to access the learning and achieve. The curriculum gives students real opportunities beyond the classrooms to apply their learning in a range of situations.

#### **Impact**

Students develop detailed knowledge and skills across the curriculum and consequently achieve well. This is reflected in results from national tests and examinations that meet or exceed government expectations. The qualifications obtained ensure that students are ready for the next stage of education, employment or training.

#### **Aims of the curriculum**



1. To identify and develop the potential of its students in a variety of areas: leadership, academic, artistic, cultural, sporting, personal, social, moral and spiritual
2. Help to fulfil every students' potential to obtain the best possible qualifications
3. To provide a wide range of opportunities for students to excel beyond the classroom.

### **Infant School: Exploring Leadership**

The curriculum in the Infant school focuses on leading learning through play. This takes place in our world class facilities of the forest school, farm and indoor environments. Beyond the school day we provide opportunities for the students to develop extra-curricular interests which are also celebrated within the school. The Infant school curriculum is further enhanced by the forest school, a long term program tailor made to the needs of the students to ensure they grow in their confidence and skills. The Infant school curriculum follows the Early Years Foundation Stage Profile (2021) and the National Curriculum for England as well as being fully compliant with the Ministry of Education requirements.

### **Junior School: Experiencing Leadership**

The curriculum in the Junior school focuses on student voice and building confidence; preparing them to become global leaders. In the Junior school, we believe that everyone can be leaders, promoting leadership in a range of capacities, whether it be leading their own learning or leading others. Opportunities beyond the classroom in the Junior school are tailored to further develop the confidence and leadership of each student. The Junior school follows the National Curriculum for England as well as being fully compliant with the Ministry of Education requirements.

### **Prep School: Establishing Leadership**

Each student's timetable includes the core subjects of Mathematics, English, Science and Arabic, Art, French/Spanish, Music, Drama, Geography, History, Physical Education, ICT, Moral Education, Islamic Studies or Skills in School, UAE Social Studies, and Masterclass. In Maths and Science, students are grouped according to their ability. For some students, they follow an ASDAN curriculum and receive support from the inclusion team. PSHE drop-down days ensure students consider other aspects of their learning. In Term 2 of Year 9, students make their GCSE subject choices, which they study through Years 10 and 11 in the Senior School. Students receive support and guidance such as careers days, enrichment lessons, and interviews to discuss the various options available and this guides them towards the most sensible choices for their particular talents. Students in the Prep School are encouraged to develop leadership skills through being active. This includes activity through sport, performance, project work and volunteering. A bespoke timetabled lesson for Year 7 and 8 students (one hour per week) ensures students are given an opportunity to gain leadership accreditation(s).

### **Senior School: Embracing Leadership**

Students in the Senior School begin their iGCSE/GCSE and/or iBTEC course in Year 10. Compulsory subjects in Year 10 include Mathematics, English and Science. Elective subjects are



the same as those offered in Year 9 plus Psychology, Sociology, Media Studies, Spanish, Computer Science, Dance, Business and Economics. The school endeavors to accommodate all combinations. For some students, often with additional Learning Needs, the ASDAN curriculum is followed. Students with English as an Additional Language (EAL) have the option of sitting English as a Second Language at GCSE. A new vocational pathway is being explored and will include iBTEC level 2 qualifications. Provisional post-16 subject choices are made in the year prior to entry into the Sixth Form, entry requirements differ per subject but are dependent on GCSE results. In the 6th Form there are several pathways, including an A Level route, a mixed route or a solely iBTEC route, to cater for all student needs. There is also a programme of enrichment which operates throughout all year groups in the School. Advice and guidance is given on Further Education and Careers; see the section below for further details. The academic curriculum at all levels is supported by a comprehensive programme of extracurricular activities which encompasses sport, music, drama, art, debating, Duke of Edinburgh's Award Scheme, Model United Nations and much more. The Senior School students develop their leadership through engaging with society – through work experience, networking and via the study route they decide to adopt.

### Local Authority Board Role (LAB)

The Curriculum Policy is overseen by the LAB who also leads the cluster of schools and sits on the Achievement and Curriculum Sub-Committee, Mr. Matthew Burfield.

*Reviewed and updated, December 2020*

*Sara Thomas*

*Deputy Head teacher, Secondary (Achievement & Curriculum Lead)*

### The Curriculum Policy Action Points

<b>UNDERTAKING</b>	<b>BY WHOM</b>
Review this policy on an annual basis	Curriculum Leads for Primary and Secondary
Carry out an annual review of the curriculum	Curriculum Leads, SLT, Subject leads
Each department updates their individual Pillar 1 – Creative Curriculum (based on whole school strategic document) along with Programmes of Study & Schemes of Work	Heads of Department supported by line manager.
Updates are completed and altered on website/communication platforms	Curriculum Leads and admin team, PRE
School Examinations to be run as appropriate	SSLT, EO
Student performance to be reported termly	SLT
Parental Engagements arranged termly and dates published before the commencement of the academic year	AHT (Calendar) & HoYs
Examination courses and specification booklets to be published annually	SSLT
Examination results and department data to be presented to SLT	SSLT