



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

CURRICULUM POLICY



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Discover curiosity. Discover change. Discover confidence.
#discoverleadership

Intent

GEMS Metropole provides a purposeful and challenging curriculum which ignites curiosity, develops critical thinking and inspires students to learn. Students develop their leadership skills and social conscience within a bespoke and personalised curriculum. Through this, students become world class learners which prepares them for the future and successes beyond Metropole.

Implementation

Through our bespoke curriculum, Metropole provides focused learning within the four-school model: Forest School, Values School, The Active School and The Future School.

The enquiry-based curriculum ensures that students progressively build on skills, knowledge and conceptual understanding whilst encouraging them to discover answers for themselves. Through a thematic approach, students are encouraged to make links in their learning and develop a greater understanding of the UAE culture and national priorities within an international context.

A systematic approach to learning supports students to acquire High-Performance Learning skills and attributes which are embedded into lessons as a way of establishing advanced learners.

The curriculum is fully inclusive and enables all students to achieve highly in relation to their personal targets and goals. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential.

Opportunities beyond the classroom such as the forest school, school farm, trips and events, enrich the curriculum and support to develop the whole child. The PERMAH model is woven through all subjects to develop a sense of wellbeing and ensures all students thrive.

Impact

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve highly. Where relevant, this is reflected in results from national tests and examinations, or in the qualifications obtained learners are ready for the next stage of education, employment or training.

Students gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. Students leave Metropole with a curious mind, a confidence to lead and the ability to impact the wider world.

Aims of the Curriculum

- To identify and develop the potential of our students in a variety of areas: leadership, academic, artistic, cultural, sporting, personal, moral, social and cultural.
- To support students to think critically and develop a lively sense of curiosity and wonder
- To fulfil every students' potential to obtain the best possible outcomes and achieve highly
- To provide a wide range of opportunities for students to excel beyond the classroom
- To be compliant with the Ministry of Education, Early Years Foundation Stage and National Curriculum for England

Legislation and Guidance

This policy reflects the requirements of the National Curriculum Programmes of Study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Dubai Inclusive Education Policy Framework and refers to curriculum-related expectations of governing boards set out in the UAE School Inspection Framework and Ministry of Education

Roles and Responsibilities

Curriculum Leads

The Curriculum Team will monitor the effectiveness of this policy and hold the staff to account for its implementation. The Curriculum Team will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with SEND and MAGT
- It participates actively in the decision-making about the breadth and balance of the curriculum

Senior Leadership Team

The Senior Leadership Team comprising the Principal, Vice Principal, Head of Secondary and Primary, Head of Schools, Deputy Head and Assistant Heads is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school as well as those stipulated by the appropriate curriculums and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed annually
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment of the curriculum meet all legal requirements
- The Curriculum Team is advised on whole-school targets in order to make informed decisions
- Curriculum provision is in place for pupils with different abilities and needs, including children with SEND and ELL

Middle Leaders

Heads of Department and Heads of Year are responsible for:

- Oversight and quality assurance of the curriculum content, progression and delivery
- Communicating with parents through workshops, website, newsletters, handbooks about the curriculum coverage

- Communicating key curriculum messages and expectations to all teaching staff.
- Monitor and measure impact of the curriculum through data outcomes
- Support curriculum adaptations and interventions to meet the needs of all students
- Lead moderation and standardization sessions within school and the wider cluster of schools
- Deliver professional development sessions throughout the year in line with school strategic development

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of FS2 Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 and 2 (Year 2 and 6)
- CAT 4 assessments from Year 2 to Year 13
- GL Progress tests in English, Maths and Science. Years 2-10 complete tests in English and Maths with Years 3-6, 8-10 completing an additional test in Science.
- BTEC Level 2 qualifications (Year 10 and Year 11)
- IGCSE/GCSE examinations (Year 11)
- BTEC Level 3 qualifications (Year 12 and Year 13)
- IAS/AS examinations (Year 12)
- IA Level/A Level examinations (Year 13)

Organisation and Planning

The four schools follow the below curriculum:

Forest School		
	Age	Curriculum Taught:
FS1	3-4	Early Years Foundation Stage Curriculum
FS2	4-5	
Year 1	5-6	National Curriculum for England: Key Stage One Ministry of Education subjects
Year 2	6-7	
Values School		
Year 3	7-8	National Curriculum for England: Lower Key Stage 2 Ministry of Education subjects
Year 4	8-9	
Year 5	9-10	National Curriculum for England: Upper Key Stage 2 Ministry of Education subjects
Year 6	10-11	
The Active School		
Year 7	11-12	National Curriculum for England: Key Stage 3 Ministry of Education subjects
Year 8	12-13	
Year 9	13-14	
The Future School		

Year 10	14-15	National Curriculum for England: Key Stage 4 GCSEs and iBTEC Ministry of Education subjects
Year 11	15-16	
Year 12	16-17	A levels and iBTEC Ministry of Education subjects
Year 13	17-18	

Forest School: Where we explore and discover – FS1-Year 2

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.

The Early Years Foundation Stage curriculum is adapted to meet the needs of all students and focuses on the seven areas of learning: Literacy, Mathematics, Understanding the World, Communication and Language, Personal, Social and Emotional Development, Physical Development and Expressive Arts and Design.

Students in the Forest School are given the opportunity to take risks and develop their own leadership skills in an environment that focusses on enquiry through the curiosity approach. Children direct their own learning and take topics in their own directions, confidently showcasing their discoveries.

In Years 1 and 2, students learn the National Curriculum subjects through a cross-curricular, thematic approach. The curriculum is delivered by class teachers and specialist teachers who inspire and motivate the students to learn.

Values School: Where values build character – Years 3-6

The curriculum in the Values School focuses on student voice and building confidence; preparing them to become future leaders. A bespoke leadership curriculum promotes an understanding of skills to prepare students to lead in variety of situations and settings. Students are given opportunities beyond the classroom to develop their social responsibility within the school and wider community; to have an impact and make a difference in the wider world.

Students in years 3-6 learn the National Curriculum subjects through an enquiry based, thematic approach. The curriculum is delivered by class teachers and specialist teachers who inspire and motivate the students to learn whilst developing their critical thinking skills. Subjects covered include: English, Mathematics, Science, History, Geography, Physical Education, Computing, Art and Design, Design and Technology, Music and Modern Foreign Languages.

The Active School: Where sport exceeds – Years 7-9

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 The Future 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 Active 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).

The Future School: where futures are experienced – Years 10-13

Students in the Future School begin their iGCSE/GCSE and/or iBTEC course in Year 10. Compulsory subjects in Year 10 include Mathematics, English, Science and Ministry of Education subjects. Elective subjects are the same as those offered in Year 9 plus Psychology, Sociology, Media Studies, Spanish, Computer Science, Dance, Further Mathematics, Statistics, Business, Economics and Food and Nutrition. 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. There are also IBTEC Level 2 qualifications to accommodate those wanting to explore a vocational pathway; Leisure and Tourism, Sport, Business and IT. 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 Future School students develop their leadership through engaging with society – through work experience, networking and via the study route they decide to adopt.

Inclusion

Class teachers and inclusion teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Gifted and talented pupils
- Pupils with low prior attainment
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject and Ministry of Education subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

Monitoring Arrangements

Coverage of National Curriculum subjects and compliance with the Ministry of Education is monitored through:

- A continuous curriculum review cycle by both middle and senior leaders
- Carry out an annual audit of the curriculum
- Internal and external data analysis
- Monitor planning at all levels – i.e. a curriculum map, schemes of work, units of work, weekly plans.
- Carry out learning walks to evaluate progress in subjects and skills across the school.
- Observe lessons to determine teacher skills, knowledge and the strategies used to promote pupils' interest and enthusiasm and meet the needs of different learners
- Scrutinise pupils' workbooks and classroom displays to determine productivity and standards of attainment.
- Analyse internal and external assessment and tracking data to measure progress of individuals
- Conduct pupil surveys to assess attitudes towards the curriculum on offer
- Compare practices and standards with similar schools.

Links with other policies

- Extra-curricular Activities Policy
- EYFS Policy
- Assessment Policy
- Inclusion Policy
- Equality Policy
- Gifted and Talented Policy
- Teaching and Learning Policy