

GEMS Wellington School Qatar

Curriculum Policy Academic Year 2021-22

Curriculum – GEMS Wellington School

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GEMS Wellington School Ethos and Aims

The curriculum at GEMS Wellington School is designed to meet the overall aim of excellence for all, both personally and academically as our students build the behaviours and characteristics of high performance.

GEMS Wellington School aims to create an aspiring community of happy, high performing students who achieve personal and academic excellence.

We achieve these aims through our focus on High Performance Learning and our quest for creating **Global Citizens, Advanced Performers** and **Enterprising Learners**.

- Students will develop two core sets of characteristics to develop advanced thinking and advanced learning. They are **Advanced Cognitive Performance Characteristics** (ACPs) and **Values Attitudes and Attributes** (VAAs).
- Students develop their **Meta-Thinking** to begin consciously thinking about thinking. Students will develop and become aware of their repertoire of thinking skills that will be available to them when faced with a range of complex problems.
- Our curriculum is broad and throughout students will be asked to **link learning** episodes and create their own schema of learning. Our students will see learning as part of a larger scheme as opposed to a series of single events.
- We want our students to be logical and careful in their learning, even when being creative. Through the development of **analysis** our students will improve their **precision, critical thinking** and approach to multi-step **problem solving**.
- **Creativity** sits at the heart of all subjects within our curriculum and our students will be creative in their thinking and learning. We want our students to experience the satisfaction and joy which comes with creative problem solving and to know what to do when we are not around.
- **Realising** other characteristics which when applied, best enhance learning is something we want all our students to achieve. A sense of **automaticity** without the loss of **speed and accuracy**

Policy Statement

GEMS Wellington School provides full-time supervised education for pupils of compulsory school age (ages 5 -16) and education appropriate to pupils at the EYFS and pupils aged 16-19. The curriculum is designed to allow scope for the development of their talents and interests at all stages.

GEMS Wellington School is committed to providing opportunities for all pupils to learn and make progress in linguistic (Arabic and MFL subjects), mathematical, scientific, technological, human and social, physical, digital, and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, it seeks to provide students with an effective preparation for the opportunities, responsibilities, and experience of adult life in the local (Qatar) and Global society. The curriculum supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We also provide impartial Careers Guidance to our students, including advice on which GCSE and A-level subjects to choose. Further details can be found in our Careers Policy, which is available on request.

The curriculum is planned to be appropriate for the ages and aptitudes of the pupils (including any pupils with a statement of special needs, whose needs are reviewed annually); where a pupil has identified specific learning difficulties, appropriate support and guidance is provided through their Individual Education Plan; where a pupil has a statement of Special Educational Needs (or EHCP), education is provided to meet its requirements. An EHC plan will be provided for students with significant learning difficulties or disabilities. Further details can be found in our Inclusion Policy. In summary, the curriculum provision enables all students to have the opportunity to learn and make progress including those with special educational needs or learning difficulties, those for whom English is an additional language and the most able.

GEMS Wellington School implements a written policy on the curriculum which is supported by strategic long term, medium term and short-term plans. This policy applies to all members of our GEMS Wellington School community. This policy is available to relevant parties in accordance with our statement on the provision of information which can be found on the school's website, and should be read in conjunction with the following documents:

- Careers Policy
- Teaching and Learning Policy
- Behaviour Management Policy
- Inclusion Policy
- Highly able, Gifted and Talented Guidance

Early Years Foundation Stage (EYFS) Curriculum Structure

At GEMS Wellington we aim to provide the highest quality care and education for all our pupils thereby giving them a solid foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable pupils to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Pupils develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

The Early Years Foundation stage (EYFS) applies to pupils from birth to the end of the reception year

The EYFS is based upon four principles:

- A unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A unique child

At GEMS Wellington School we recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that pupils develop in individual ways, at varying rates. Pupils's attitudes and dispositions to learning are influenced by feedback from other; we use praise and encouragement, as well as celebration and rewards, to encourage pupils to develop a positive attitude to learning.

Positive Relationships

We recognise that pupils learn to be strong, independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending pupils development. Through observation we assess the pupils' interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend pupils' learning.

Learning and Development

We recognise that pupils learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

The curriculum is built around three core themes which embed all the work we do in school. They are referred to as **Characteristics of Effective Learning** as research shows that young pupils learn most effectively by playing, exploring, thinking and being active.

Active learning

Pupils learn best through physical and mental challenges. Active learning involves other people, objects, ideas, and events that engage and involve pupils for sustained periods.

Active learning occurs when pupils are motivated and interested. Pupils need to have some independence and control over their learning. As pupils develop their confidence, they learn to make decisions. It provides pupils with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

When pupils have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to a new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Pupils should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support pupils' thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Pupils can access resources freely and are allowed to move them around the classroom to extend their learning.

We plan an exciting and challenging curriculum based on our observation of pupils' needs, interests, and stages of development across the seven areas of learning to enable the pupils to achieve and exceed the Early Learning Goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting pupils' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

Pupils are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Pupils are provided with a range of rich, meaningful first-hand experiences in which pupils explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication, and physical development.

As a team, we write long term and medium-term plans using the EYFS based on a series of topics, each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remain flexible for unplanned circumstances or pupils's responses.

Practitioners working with the youngest pupils in FS1 will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all pupils need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the pupils move through the Early Years and grow in confidence and ability within the three prime areas.

Pupils have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', in FS1 and Read, Write Inc in FS2 teaching aspects of Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between pupils having time and space to engage in their own child-initiated activities and those that are planned by the adults. During pupils's play, early years practitioners interact to stretch and challenge pupils further.

In planning and guiding pupils's activities, we reflect as practitioners on the diverse ways that pupils learn and reflect these in our practice.

We create a stimulating environment to encourage pupils to free flow between inside and out.

Primary (KS1-2) Curriculum Structure

The Primary Curriculum is carefully planned with the following principles in mind:

- It builds on what our pupils already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young pupils and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment for learning

Teaching and learning in the Primary stages underpins all future learning by providing a broad and balanced curriculum and opportunities to support, promote and develop pupils':

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Social, Moral, Spiritual and Cultural skills (Islamic Values/Arabic)
- Attention skills and persistence
- Speaking and listening skills
- Language and communication
- Reading and writing
- Mathematical skills including problem solving, reasoning and number skills
- Science and investigative skills
- Knowledge, skills and understanding specific to History, Geography, Design Technology and Computing
- Physical development
- Creative development including Art and Design and Music
- Qatari History

Additionally, in Key Stage Two pupils begin to learn a Modern Foreign Language in readiness for Key Stage Three.

Our curriculum is based on and meets the requirements of the National Curriculum in England, and this forms the core knowledge, skills and understanding that pupils need to acquire by the end of each Key Stage.

Our Curriculum is carefully planned so that all the pupils are engaged in exciting, purposeful, and challenging activities. Learning takes place within the context of topics or themes. These are chosen to appeal to pupils and build on their interests. Learning in a cross-curricular way helps pupils to make links between different areas of their learning. Each day the pupils have English and Mathematics lessons, and we teach them to apply the skills learnt in these core subjects across the curriculum. In this way they practise, consolidate and embed their learning. Information technology is used to support learning in all areas of the curriculum. At the end of a topic or theme students apply their learning through a Design Thinking project. Through this process, they solve real life problems using the knowledge and skills they have learnt through the term.

The curriculum is linked to whole school events throughout the year such as National Day. Learning may also arise from participation in a school production or preparation for a special event and the curriculum may be enriched by an educational visit or visiting speakers. Wherever possible pupils learn from first-hand experience, working outdoors as well as in the classroom. We aim to capitalise on the opportunities that arise from our setting.

Planning

Long term planning sets out the curriculum (based on the requirements of the National Curriculum) each half term. Planning ensures that all subjects and aspects of learning are covered regularly, that there is progression from Years 1 to Year 6. It is important that pupils are well prepared for the next key stage.

Medium term planning is completed half termly and sets out the intended learning outcomes and activities in each subject within topics or themes.

Short term planning is completed each week by the teacher. Planning is shared with Teaching Assistants, and they are able to contribute ideas. Planning will be adapted and personalised through the week depending on assessment information gathered. For example, pupils may need to move on more quickly or need further reinforcement. Short term planning should include the following

The expected Learning Outcomes for the lesson/series of lessons

The specific Learning Objectives and Success Criteria for the lesson

How learning is adapted for pupils with SEN, EAL, and more able learners

Links to other areas of learning and prior learning

Key questions and vocabulary

Deployment of Teaching Assistants

Secondary Phase (KS3-4) Curriculum Structure

There are 6 teaching periods per day of 55 minutes each.

The GEMS Wellington School curriculum can be tailored to the needs of individual pupils. All pupils will study the core subjects with the vast majority following the standard curriculum. A small number of pupils in each year group may study fewer subjects to support their health or learning enrichment need.

The Year 7 Curriculum

There are 4 teaching periods per week of the core subjects of English, Maths and 3 periods of Science; both English Language and English Literature are taught in English lessons and Science is taught through a combined approach. Pupils are given a taste of the Modern Foreign Languages in Spanish, having 2 period per week. 2 periods per week is given to History, Geography and 1 period per week for Qatar History, Art, Music, Drama, Food Technology and Computing. 2 periods per week are given to PE. 1 period per week is given to PSHE (Personal, Social and Health Education). These lessons are usually delivered by members of the year team.

MOE Subjects: 2 periods for Islamic A and Islamic B, 4 periods of Arabic A and 2 periods of Arabic B.

The Year 8 Curriculum

There are 4 teaching periods per week of the core subjects of English, Maths and 3 periods of Science; both English Language and English Literature are taught in English lessons and Science is taught through a combined approach. Pupils are given a taste of the Modern Foreign Languages in Spanish, having 2 period per week. 2 periods per week is given to History, Geography and 1 period per week for Qatar History, Music, Drama and Computing, and 2 periods for Design Technology, Food Technology and Art. 2 periods per week are given to PE. 1 period per week is given to PSHE (Personal, Social and Health Education). These lessons are usually delivered by members of the year team.

MOE Subjects: 2 periods for Islamic A and Islamic B, 4 periods of Arabic A and 2 periods of Arabic B.

The Year 9 Curriculum

Follows the same pattern as the Year 8 programme. In January of the academic year, the process of choosing GCSE options is started. Pupils and parents are informed about this through: PSHE lessons, assemblies, an information booklet, mentoring meetings, and an Options Evening event.

MOE Subjects: 2 periods for Islamic A and Islamic B, 4 periods of Arabic A and 2 periods of Arabic B.

The Curriculum in Years 10 and 11

English Language and English Literature (2 separate GCSE courses) are taught over 4 periods per week. Maths is taught in 4 periods per week. Pupils are expected to study at least one Modern Foreign or Classical Language at GCSE as part of their core curriculum (pupils with a specific learning enrichment, health need or high sporting commitments will not always study a language). Pupils choose between Separate Sciences (taught over 6 periods per week), or Combined Science (also taught over 6 periods per week). The Curriculum is designed to flex to the interests and strengths of each pupil. Option subjects are given 3 periods per week, and these include:

- Art and Design
- Computer Science
- Dance (Audition required)
- Design Technology (Resistant Materials and Food)
- Drama
- French
- Geography
- History

ICT

Media

- Music

Psychology

- Physical Education (Academic)
- Spanish

Post 16 Curriculum Structure

The Sixth Form Curriculum is designed to provide a range of learning opportunities, in both the core curriculum and the Co-curricular programme, that enable pupils to specialise in areas where they are particularly talented and interested, whilst at the same time broadening their horizons, giving them opportunities for leadership and personal agency, and preparing them for their subsequent education and future lives.

Students usually study 3 A-level subjects plus taking additional leadership responsibilities, and or supportive courses to enhance their wider programme of study. For instance, all students in Year 12 begin with a series of workshops on the A-Level Mindset. Many pupils will study 3 A-levels only. Some pupils may study 4 subjects, depending on ability and interest. Students opting to take 4 A-levels will need to have their curriculum offer confirmed by a member of SLT.

Currently the teaching allocation is 4 periods in Year 12 and 5 Periods in Year 13 per subject.

Subjects on offer at A-Level are:

- Art
- Biology
- Business
- Chemistry
- Computer Science
- Design Technology (Resistant Materials)
- Economics
- English Literature
- French
- Geography
- History
- Mathematics
- Physics
- Psychology
- Spanish

We also offer alternative pathways through our Sixth Form with the offering of our BTech Qualifications in Sport and Dance.

Students are expected to develop good study habits in the Sixth Form; all students have supervised study time on their timetable and have access to our careers guidance mentor.

We endeavour to run all of the above A-Level subjects each year, however there may be occasions when subjects are unable to run due to low pupil uptake. All decisions on this nature will be made with the consent of the Vice Principal.

Procedures for Review and Development

A whole-school curriculum review is conducted annually. The planned and delivered curriculum is reviewed by the Senior Leadership Team and coordinated by the Vice Principal, as well as when events and/or legislative change requires alteration.

Heads of Department are responsible for the ongoing delivery and review of each subject curriculum area.

A Senior Leadership Team Deep Dive Review and annual Results Analysis Review quality-assures the effectiveness of curriculum delivery and impact. This is in tandem with the School's Performance Management procedures, Development Drop In Cycles and book work scrutiny.

Version Number 1.0

Reason for Version Change: Annual review

Name of owner: Ben Raybould

Key Contributors: Shelley Anderson and Yasmin Sherbaz

Name of individual responsible: Ben Raybould, Vice Principal

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