

**Mission Statement:**  
Creating tomorrow's successful and  
caring citizens today.



# GFM Curriculum Policy

Policy Updated By	Latest Publish Date	Monitoring Cycle
Jeremy Hallum Akram Tarik	February 2023	Annually

## Schedule for Development / Monitoring / Review

This policy was approved by the Governing Body on:	February 2023
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team
The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	February 2024

This policy is applied at GFM alongside our school's vision, mission and values. Interwoven with the principles of High Performance Learning (HPL); values, attitudes, attributes and A.C.P. characteristics.

GEMS Founders School aims to provide a curriculum for all its pupils, offering breadth, balance, coherence, differentiation and progression. The curriculum is designed to help all pupils fulfil their individual academic potential, exploit their talents to the maximum, and appreciate through study the wealth of human achievement. This policy at GFM is under-pinned by the School's vision statement. GFM provides a caring international environment, fostering cultural diversity. Individual pupils achieve their full academic potential, inspired to become lifelong learners and responsible citizens of the global community.

## 1. Purpose of policy

The GFM curriculum will

- Cover the National Curriculum for England according to the statutory requirements in
  - FS - EYFS
  - KS1 & KS2 - National Curriculum for England
  - KS3 - National Curriculum for England
  - KS4 – IGCSE / BTEC
  - KS5 - A Levels / BTEC
- Delivering Arabic and Islamic Education as required by Ministry of Education
- Seek to offer appropriate experiences beyond the statutory requirement which reflect the broader curriculum
- Recognise our cultural diversity and utilise the UAE's distinctive geography and rich history as a resource for learning through the UAE Social Studies programme and Moral Education Curriculum

## Vision

*'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'*

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- e. Allow pupils to acquire and develop skills in speaking, listening, literacy and numeracy
- f. Incorporate regular assessment and reporting as detailed separately in other school policies.
- g. Facilitate secondary pupils to apply and to join universities of their choosing in a wide range of countries and to provide guidance to assist the process
- h. Exam qualification provision through CIE, Pearson Edexcel and Oxford AQA via the delivery of the Curriculums in KS4 and KS5

## 2. Aims and objectives

Key Stage	Age	Year Groups
Early Years Foundation Stage	3 - 5	FS1 & FS2
Key Stage One	5 - 7	Years 1 and 2
Key Stage Two	7 - 11	Years 3,4,5 and 6
Key Stage Three	11 — 14	Years 7,8 and 9
Key Stage Four (Studies leading to International General Certificate of Secondary Education (IGCSE) and International BTEC qualifications)	14 – 16	Years 10 and 11
Key Stage Five (Studies leading to AS/A Level and International BTEC qualifications)	16 – 19	Years 12 and 13

### Breadth

Breadth will allow pupils to have exposure to a broad range of knowledge, concepts, skills and attitudes and the different areas of learning aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

### Balance

Balance will allow all students to access the full range of each area of learning. Local, regional and international comparisons will be an integral part of the wider curriculum.

### Coherence and Relevance

Coherence will be achieved through robust planning with schemes of work for all courses at all levels.  
Relevance will be achieved:

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- Through recognition of previous learning, with clear records maintained of work completed and standards achieved;
- Through planned progression;
- Through careful counselling in selection of subject options in Year 9 and Year 11, where maximum freedom of choice for the individual (within the inevitable constraints) will be a high priority.

In transition to Key Stage 4 and 5 full guidance will take place for all students and their families regarding future pathways and the options available to them. This will be through our Information, Advice and Guidance (IAG) system and involve all stakeholders, including subject teachers, Heads of Year, the Director of Aspirations and Senior Leadership as appropriate. The different needs of students will be achieved and curriculum planning and reviews will take place throughout the year.

## Inclusion

Teachers at GFM ensure that all students:

- are taught to enable them to experience success. This will be achieved through differentiation and a range of strategies to meet the student's special educational needs.
- use tools and materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles and differences in which they are able to participate fully in class and have same learning experiences as their peers', regardless of any specific educational or medical needs
- have clear, challenging yet achievable learning targets and outcomes that enable them to succeed
- review and inform the next stage of learning outcomes by using assessments and performance records.

## Personal, Social & Health Education (PSHCE) & Citizenship

The need for pupils to be healthy, to stay safe; to enjoy & achieve, to achieve economic well-being and to make a positive contribution to the community lies at the heart of the primary and secondary curriculum. The programme for PSHE & Citizenship is integrated into the Primary and Secondary Curriculum.

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A range of languages are taught at GEMS Founders School:

- Arabic A (Native Speakers) Arabic B (Non-Native Speakers)
- Arabic GCSE – Years 10 and 11 (as part of our suite of Key Stage 4 options)
- French - Year 4 to Year 9. Students also have the opportunity to study French at Key Stage 4 and 5 as part of our subject options.

In addition, many other languages are offered in our enrichment programme and as a core pillar of GFM we celebrate Home languages.

## Parental involvement

We encourage our GFM parents to be involved in our curriculum and particularly supporting our languages programme.

## Roles and responsibilities

Senior Leadership Team and Extended Leadership Team - To regularly review and ensure the standards of curriculum planning are consistently good or better. Teachers - To plan and deliver the curriculum to the high standards expected from the National Curriculum for England and Ministry of Education.

## Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School teaching staff and leadership teams for implementation.

Each head of department/key stage will conduct a curriculum review on an annual basis to monitor the effectiveness of the curriculum. This should include input from all stakeholders and should inform adaptation of the curriculum for the following academic year.

## Please read this policy alongside:

Anti-Bullying Policy, Inclusion Policy, Malpractice and Plagiarism Policy, Safeguarding Policy, Zero Tolerance Policy, E-Safety Policy, Parent & Student Cybersecurity Guide, Filtering Policy, Acceptable Use Policy, Bring Your Own Device Policy, Data Protection Guidance, Code of Conduct, Audio Video Conferencing Security Guide for Teachers, Student Password Policy, Remote Learning & Safeguarding Policy, Guidance for Safer Working Practice, IT Online Security Guidance for Parents, Safeguarding and Inclusion Guidance during Remote Learning, Mobile Phone Policy, Social Media Policy, Curriculum Policy and Learning & Teaching Policy.

Signed (VP)	Date
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Signed (Principal)	Date
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March 2023

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