



WESGREEN CURRICULUM POLICY

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1. Purpose

The curriculum is all the planned activities that we organise in order to promote a love of learning, personal growth and development. It includes not only the formal requirements of the EYFS and National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

Our goal is for all pupils to leave Wesgreen well prepared for future success in all aspects of their lives. Our school is committed to developing a learning community which is safe, purposeful, challenging and fosters mutual respect between all members. High quality teaching enables pupils to enjoy their learning, achieve their potential and develop as individuals. This includes stimulating lessons which:

- Improve knowledge, skills and understanding;
- Endeavour to overcome barriers to learning;
- Make clear to pupils the next steps to further improvement;
- And promote behaviour conducive for all to learn.

Opportunities will be provided for all pupils to receive appropriate levels of challenge and support, to broaden their cultural, social, sporting and technological horizons, to develop independence and to be prepared for living and working in a diverse 21st Century global society.

2. Scope

The policy applies to all schools.

3. Definitions

Curriculum - the subjects comprising a course of study in the school

Core Values- The principle that guides our school's internal conduct as well as our relationship with the external world.

EYFS – Early Years Foundation Stage

4. Policy Statement

Core Values

We value the way in which all learners are unique, and our curriculum promotes respect for the views of each individual learner, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person



in our community. We value the rights enjoyed by each person in our society. We respect each person in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the learners in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through year group newsletters, curriculum maps, curriculum theme days, and are positively encouraged to become involved.

Effective Teaching for Learning

At Wesgreen we understand that when our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. Coupled with the need to establish the relevance of content, teachers need to craft explanations that enable learners to understand the material. This involves knowing what learners understand and then forging connections between what is known and what is new. Teachers at WGP set high standards for learners. They also articulate clear goals. Learners should know up front what they will learn and what they will be expected to do with what they know. Our teachers create learning tasks appropriate to the student's level of understanding. They also recognise the uniqueness of individual learners and avoid the temptation to impose "mass production" standards that treat all learners as if they were exactly the same. At WGP teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected.

Aims and Objectives

The curriculum, whilst paying due regard to achieving improved standards in English and Maths, is also broad, exciting and challenging curriculum.

We do this by:

- Providing a high quality education in the English language
- Providing a fun, stimulating and challenging learning environment
- Reflecting our high expectations through encouraging independent learning and self-discipline
- Establishing a mutually supportive partnership in which parents, carers, Friends of WGP and staff all share responsibility for the education of our learners
- Promoting an awareness of and respect for a diversity of cultures, values beliefs and abilities
- Working together to create a caring community of learners where every child feels safe and valued
- Ensuring that all learners have appropriate and equal access to the curriculum

Supporting policies

Learning and Teaching Policy

Behaviour for Learning Policy

Learning environment Policy and Procedures

Attached is the Curriculum outlines



Primary

Planning

We plan our curriculum in three phases:

Long Term Plan

These are the year group curriculum maps and the whole school Creative Curriculum theme map. These maps indicate what areas are to be taught to which groups of children over the school year.

Medium term plans

These select the major areas of work from the long term plan to be taught over the length of each curriculum theme. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Short Term

These are daily or weekly plans that detail how specific areas are to be taught and how to ensure each individual is learning. These plans include learning objectives, success criteria, differentiated activities which consolidate the learning objectives. We do not believe that you should plan too far ahead if we are to remain flexible to respond to learners.

Organisation

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

The curriculum is integrated as much as possible. A learner may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each learner has the opportunity to experience the full range of National Curriculum Subjects.

The following subjects are in the main taught as discrete subjects as well as contributing to the creative curriculum:

English/phonics
Mathematics
PE
Science
UAE History
Music
PSHE (Moral education)
French (Year 4 and above)
Arabic
Islamic Studies

The following subjects are mainly taught as part of a theme of creative learning:

History
Geography
Art
Design Technology
Science (FS)
ICT



Early Years Foundation Stage

The principles which underpin all provision are grouped into four guiding themes which form the context for the three areas of learning, Communication and Language, Physical Development and Personal, Social and Emotional development. These are carefully planned for by teachers and form our EYFS curriculum. While following the principles of the EYFS, our curriculum is developed to meet the needs of our international student body and is focused on half-term topics which engage and enrich the lives of the students.

Teaching in the reception class builds on children's nursery and pre-school experience. We are well aware that all learners need the support of parents and teachers to make good progress in school. We strive to build positive links with parents by keeping them informed about the way in which the learners are being taught and how well they are progressing.

Learning is organised into sessions that are described as adult led, child initiated and free flow and give learners regular opportunities throughout the sessions to use the Outdoor Learning Environment. Phonics is taught in groups daily and there are regular 'Shared time' sessions. All activities are planned around objectives from the EYFS.

Assessment and reporting

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual learners and Heads use it to monitor how effective the teaching and the curriculum is. Reports to parents give clear, accurate and useful information on their children's progress.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

Special Educational Needs/More Able and Talented

The curriculum in our school is designed to provide access and opportunity for all learners who attend the school. We adapt the curriculum as necessary, to meet the needs of all learners with Special Educational Needs as well as More Able and Talented learners. Parents and learners are involved in this process.

Roles and Responsibilities

The Head of School has responsibility for the leadership of the curriculum and for monitoring its provision. The Deputy Head has responsibility for developing and updating the curriculum and ensuring, with the Head teacher, that the curriculum has progression and appropriate coverage and is consistently monitored. Curriculum Coordinators are responsible for ensuring the satisfactory content and delivery of their subjects, for monitoring provision and keeping up to date with curriculum developments, providing Inset where necessary. They are responsible for devising a useful and meaningful system of assessment for the subject; this should ensure that progress is tracked and that there is appropriate challenge, support and intervention. The Learning Support Coordinator is responsible for the development of provision mapping and coordinating the work of support staff



to achieve the best possible outcomes for individual pupils. Class teachers ensure that the curriculum is well-planned and taught and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.

Secondary

Planning

We plan our curriculum in three phases:

Each subject has devised a bespoke Curriculum Map, detailing the units / topics that are covered across every year group (years 7-13).

Schemes of Work

Every unit / topic on the Curriculum Map has an accompanying Scheme of Work saved on our networked shared drive. The Schemes of Work outline learning objectives, learning outcomes, expected knowledge and common assessments.

Short Term

These are daily or weekly plans devised by subject teachers. They personalise the content in the schemes of work to meet the needs of individuals and classes. They outline how specific learners will be supported and challenged to meet their attainment and learning needs.

Organisation

The Secondary School follows a 32 periods per week timetable with eight 50 minute periods per day.

Key Stage 3 (Years 7-9)

We follow the National Curriculum for England. Opportunities are sought in all subjects to ensure we are incorporating local contexts where possible. Learners study subjects as follows:

Subject	Periods	Subject	Periods
Mathematics	6	Physical Education	1
Science	3	Performing arts	1
English	6	Art and Design	1
French or Spanish	3	Computer Science	1
Humanities	2	Moral education	1
Social Studies	1	Islamic Studies (For Arabic students)	2
Arabic	4		

Key Stage 4 (Years 10-11)

Learners are prepared for a mixture of GCSE and International GCSE examinations run by Cambridge. Mathematics, English and Science are compulsory.

Learners select a further four options from the following subjects:

- Geography
- History
- Biology
- Physics
- Chemistry
- Business Studies
- Accounting
 - Art
 - Computer Science
- Sociology
- French



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- Arabic (1st and 2nd language)
- Physical Education
- Those who speak a language outside of school may do a GCSE in that language (as an addition)

Hours of study are as follows:

- English and Mathematics: 5 hours a week each
- Science: 5 hours a week
- Optional subjects: 3 hours a week
- Moral and social studies: 2 hour a week

Key Stage (Years 12-13)

AS & A Level options

4 subjects at AS Level: English Language, Mathematics (mechanisc, statistics and pure), Biology, Chemistry, Physics, Business Studies, Accounting, Computer Science, Environmental Science, Sociology, Economics, Art and Design & Arabic.