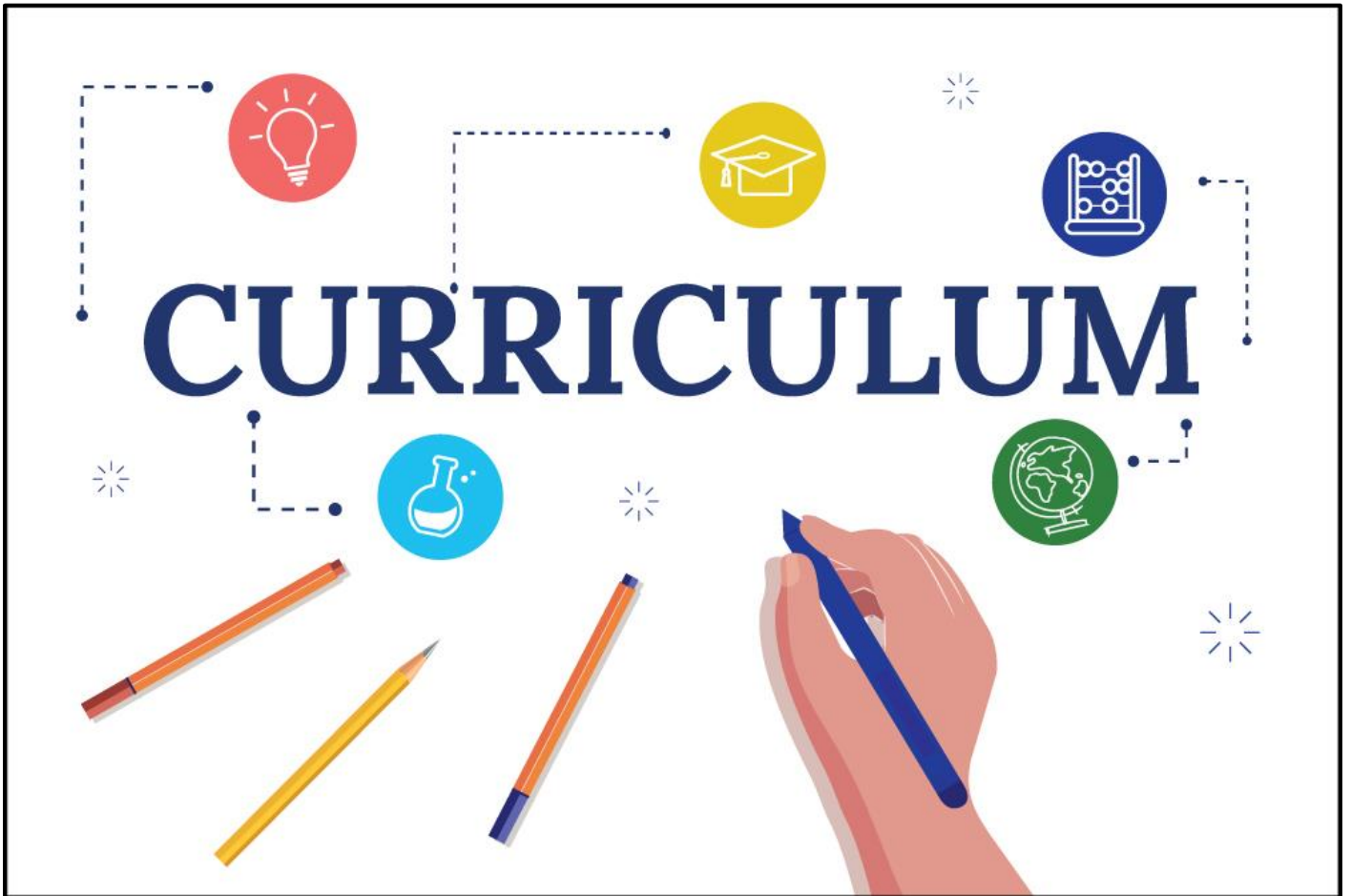




DUBAI GEM PRIVATE SCHOOL

STRIVE FOR EXCELLENCE

Curriculum Policy – 2024-2025



Written by:	Ms. Parie Stoneman	Last Review:	May 2024
Position:	Principal	Next Review Date:	May 2025

AIMS

At DGPS, our primary aim is to deliver an innovative curriculum that not only inspires and challenges our students but also ensures their safety and well-being. Our curriculum is designed to foster the following qualities in our students:

- ❖ **Successful Learners:**
Encouraging a positive attitude towards learning, facilitating progress, and achieving academic success.
- ❖ **Confident and Emotionally Balanced Individuals:**
Supporting the development of confidence and emotional resilience, enabling students to lead safe, healthy, and fulfilling lives.
- ❖ **Responsible, Moral Citizens:**
Cultivating a sense of social responsibility and ethics, empowering students to make positive contributions to society economically and socially.

RATIONALE

Our curriculum draws from various sources, including the UK National Curriculum, MOE curriculum for Islamic Studies, MOSST, Arabic A and B, as well as Cambridge and Edexcel (IGCSE, AS and A Levels). It is designed to be inclusive and aligned with all National Agenda priorities.

Curriculum content - Schemes of Work

To ensure consistency and effectiveness, all schemes of work across DGPS adhere to the following principles:

- ❖ **Standardization:** All schemes of work are standardized in both content and design.
- ❖ **Research-backed Elements:** Elements within the schemes of work are backed by research to optimize learning outcomes.
- ❖ **To ensure consistency and effectiveness, all schemes of work across DGPS adhere to the following principles.**
- ❖ **Standardization:** All schemes of work are standardized in both content and design.
- ❖ **Research-backed Elements:** Elements within the schemes of work are backed by research to optimize learning outcomes.
- ❖ **Consistency:** Students benefit from a consistent, coherent, and cohesive curriculum.

- ❖ **Support for HODs:** Heads of Departments (HODs) have access to support, templates, and cross-curricular opportunities.

AUDIT: A DGPS scheme of work will contain all of these elements (These acronyms fit in SOW)

DETAILS(DE)	What, Why, How,
DATES	Where. When
EXEMPLARS(EX)	Model answers for students to emulate
ERRORS(ER)	Checklist of common mistakes (self-assessment)
EXERCISES(EXE)	Low stakes repetition of common problematic areas
SKILLS(SK)	The specific skills being tested
SPAG	Key spellings, sentence starters
CONTENT(CON)	Facts, figures, statistics, knowledge
CORE(COR)	Relation to curriculum standards (ELG /NC/ IGCSE / AS/A levels)

PRIMARY CURRICULUM

Year Group	Age	Curriculum
Foundation Stage 1 and 2	3-5	Early Years Foundation Stage Framework (2021)
Year 1 & Year 2	5-7	National Curriculum for England (Key Stage 1)
Year 3 to Year 6	7-11	National Curriculum for England (Key Stage 2)

SECONDARY CURRICULUM

Year Group	Age	Curriculum
Year 7 to Year 9	11-14	National Curriculum Key Stage 3
Year 10 to Year 11	14-16	National Curriculum for England Key Stage 4
Year 12 & Year 13	16-18	National Curriculum for England Key Stage 5

YEAR 7	Subject	Allocated Lessons	Duration per Lesson (Minutes)	Total Hours
	Mathematics	6	40	240
	English	6	40	240
	Science	5	40	200
	History	2	40	80
	Social Studies	1	40	40
	Geography	2	40	80
	Art & Design	2	40	80
	Information Technology	3	40	120
	Arabic	4	40	160
	Islamic Studies /PSHE	3	40	120
	Library	1	40	40
	Physical Education	2	40	80
	Language(Hindi/French/Urdu)	2	40	80
	Stem	1	40	40
	MEd	1	40	40
Total	41	40	1640	

YEAR 8	Subject	Allocated Lessons	Duration per Lesson (Minutes)	Total Hours
	Mathematics	6	40	240
	English	6	40	240
	Science (Biology / Chemistry / Physics)	6	40	240
	History	2	40	80
	Social Studies	1	40	40
	Geography	2	40	80
	Art & Design	2	40	80
	Information Technology	3	40	120
	Arabic	4	40	160
	Islamic Studies /PSHE	2	40	80
	Library	1	40	40
	Physical Education	2	40	80
	Language (Hindi/French/Urdu)	2	40	80
	Stem	1	40	40
MEd	1	40	40	
Total	41	40	1640	

YEAR 9	Compulsory Subjects	Allocated Lessons	Duration per Lesson (Minutes)	Total Hours
	Mathematics	4	40	160
	English Language & Literature	5	40	200
	Information Technology/Computer Science	2	40	80
	Moral Social Cultural Studies - SST	1	40	40
	Islamic Studies	2	40	80
	Arabic	4	40	160
	Physical Education	2	40	80
	Moral Social Cultural Studies (MEd)	1	40	40
	Total	21	40	840

YEAR 10	Compulsory Subjects	Allocated Lessons	Duration per Lesson (Minutes)	Total Hours
	Mathematics	4	40	160
	English Language & Literature	4	40	160
	Information Technology/Computer Science	3	40	120
	Moral Social Cultural Studies - SST	1	40	40
	Islamic Studies	2	40	80
	Arabic	4	40	160
	Physical Education	2	40	80
	Moral Social Cultural Studies (MEd)	1	40	40
	Total	21	40	840

YEAR 11	Compulsory Subjects	Allocated Lessons	Duration per Lesson (Minutes)	Total Hours
	Mathematics	6	40	240
	English Language & Literature	6	40	240
	Information Technology/Computer Science	3	40	120
	Moral Social Cultural Studies - SST	1	40	40
	Islamic Studies	2	40	80
	Arabic (IG - Optional)	2	40	80
	Physical Education	2	40	80
	Moral Social Cultural Studies (MEd)	1	40	40
	Total	23	40	920

YEAR 9,10,11	Optional Subjects	Class Requirement	No Of hours in a Week
	Biology	5 subjects 4 times a week	160
	Chemistry		
	Physics		
	Accounting		
	Business Studies		
	Economics		
	Sociology		
	Travel & Tourism		
	History		
	Geography		
	Environmental Management		
	Art & Design		
	French		
	Islamic Studies((IG)		
Arabic (IG)			

AS/A Level (Sixth Form)	Subject	Allocated Lessons	Duration per Lesson (Minutes)	Total Hours
	Art & Design	7	40	280
	Accounting	7	40	280
	Biology	7	40	280
	Business Studies	7	40	280
	Chemistry	7	40	280
	Economics	7	40	280
	Computer Science	7	40	280
	English	7	40	280
	Environmental Management (AS only)	7	40	280
	History	7	40	280
	Information Technology	7	40	280
	Mathematics	7	40	280
	Physics	7	40	280
	Psychology	7	40	280
	PE	2	40	80
	Arabic (IG - Optional)	2	40	80
	Moral Education	1	40	40
	Islamic Studies	2	40	80
	Total	105	40	4200

Note: Clubs are conducted 5 sessions per for Term 1 & Term 2

TERMLY CHECKLIST FOR HODS

CONTENT

	TERM1	TERM2	TERM3
DESCRIPTION	SOMETIMES/ RARELY/ ALWAYS		
1. Be enterprising			
2. Create something			
3. Make a social contribution locally or internationally			
4. Understand more about UAE culture or society			
5. Focus on Islamic values or tie these into the learning			
6. Be innovative			
7. Consider healthy Living or Safety			
8. Consider Sustainability of Conservation			
9. Link this learning to learning encountered in another area (cross-curricular)			

SKILLS

DESCRIPTION: Do students have the opportunity to...	YES/NO
1. Make their own choices on how to complete a task	
2. Work collaboratively	
3. Work independently	
4. Use technology	
5. Use critical thinking skills	
6. Problem solve	
7. Be resourceful	
8. Be entrepreneurial	
9. Engage in Discussion and Dialogue	

In each unit of study, students will be provided with opportunities to:

D	DETERMINE	UNDERSTAND LINKS BETWEEN IDEAS, AN EXEMPLAR RESPONSE
	DISCUSS	ATTEMPT QUESTIONS, EVALUATE TEXTS, ARGUMENTS AND SYNTHESIZE IDEAS
	DESIGN -	USE APPROPRIATE LANGUAGE FOR CONTEXT TO COMMUNICATE AND COLLABORATE
	DEPLOY	STRATEGIES FOR SHARING IDEAS
G	GENERATE	AGREED AND ATTAINABLE LEARNING GOALS AND STRATEGIES
	GAIN	A POSITIVE MINDSET FOR LEARNING USING EFFECTIVE LEARNING SKILLS REFLECTING AND EVALUATING OWN LEARNING SUCCESS
	GRASP	CONCEPTS AND ACQUIRE SKILLS
P	PARTICIPATE	IN ACTIVE LEARNING TASKS, INDEPENDENT RESEARCH, STUDENT-LED GROUP OR PEER TASKS
	PROCESS	DEVELOP PRACTICAL SKILLS FOR EVALUATING OPTIONS
	PRESENT	LEARNING USING DIGITAL AND ONLINE TOOLS WITH APPROPRIATE NETIQUETTE
S	STRIVE	DISCOVER AND EXPRESS IDEAS THROUGH CREATIVE / INNOVATIVE ACTIVITIES
	SELECT	MAKE APPROPRIATE CHOICES TO ACHIEVE TARGETS
	SHARE	SKILLS AND SUPPORT LEARNING
	SECURE	PARTNERSHIPS AND COLLABORATION TO UNDERSTAND GLOBAL ISSUES

The framework of curriculum content is innovative and derived from the Cambridge framework of life competencies to promote a skill- based curriculum.

THE DGPS CURRICULUM WHEEL

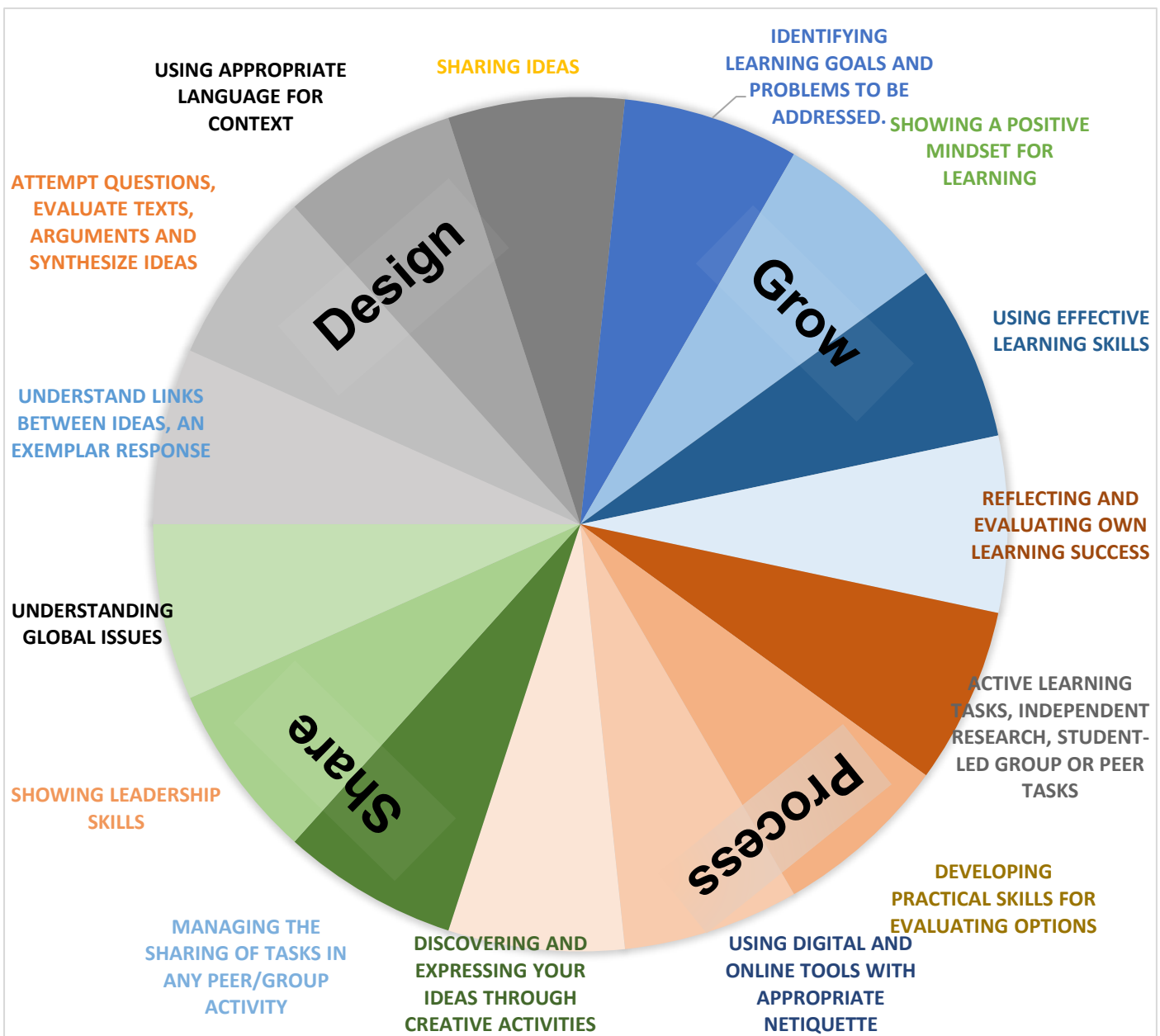


Figure 1: How to use the Curriculum wheel to plan effectively

Features of the DGPS Curriculum

CONTINUITY AND PROGRESSION

The curriculum is comprehensively structured to ensure that there is seamless continuity and progression in each of the subject areas, this has been recently reviewed across the school.

SLT provides year plans and templates for a standardised approach to progression over the course of an academic year and continuity of innovative provision. Bi-Termly Department curriculum meetings ensure that the progression of students is rigorously audited and that schemes of work are reviewed and adapted to ensure that the needs of all students are being met.

Transition meetings are held annually across phases of the school to review and audit the curriculum for all core subjects.

Targets are set at the end of each year to ensure that students know what to do to make progress the following year. HODs communicate frequently for vertical meetings to assist the transition process and prior learning is built upon seamlessly.

SEND students have access to personalised curriculum options such as exemptions from second languages. Barriers to learning are removed by ensuring that students have a choice at all Key Stages.

CHOICE

The curriculum provides numerous platforms and opportunities for staff to nurture our students' talents, interests, and aspirations. The daily curriculum is broad but balanced in all Key Stages.

At FS, KS1 and KS2: The EYFS programme and the National Curriculum are implemented, along with the MOE curriculum for Islamic Studies, Moral and Social Studies and Arabic.

At KS3 students benefit from a diverse spectrum of subjects.

At KS4, the demands of IGCSE allow students to focus on their areas of interest or choose new subjects to pursue including Travel & Tourism, Business and Psychology. In Post 16, there are multiple pathways on offer to our Inclusive Intake to ensure that students can benefit from the learning experiences that are right for them.

We have an in-house dedicated Careers Advisor who prepares students for their chosen careers and provides networking opportunities and advice through a wide range of weekly events including talks, newsletters, and coaching.

A variety of choices are provided to students to refine their academic and personal development through stimulating and extracurricular programmes. With opportunities to initiate and reflect, DGPS students are inspired by clubs which promote enterprise, innovation, creativity, social contribution, and leadership. DGPS students are supported in fulfilling their aspirations and nurturing their talents whilst being reminded of the need for healthy lifestyles, discipline and teamwork.

CROSS-CURRICULAR LINKS

The curriculum links across all facets of its curriculum and follow our DESIGN, GROW, PROCESS AND SHARE mantra.

- ✓ **DESIGN** to be Enterprising and INNOVATIVE
- ✓ **GROW** TO EXPLORE AND DEVELOP A POSITIVE MINDSET in Literacy and Mental/Physical Health
- ✓ **PROCESS** TO DEVELOP LEADERSHIP and PRACTICAL SKILLS
- ✓ **SHARE** TO LEAD WITH EMPATHY

SPECIFIC LINKS

- Departments plan innovative projects to work on together as part of a strategic cross-curricular agenda across the school. We ensure that the transfer of skills between subjects in both phases is explicit and managed effectively. Cross-curricular links are meaningful and purposefully planned. This is an innovative approach to curriculum planning which ensures that knowledge, skills, and understanding are transferred between discreet disciplines.
- All year plans have the links explicitly noted on them and are shared across HODs and discussed at Middle Leaders Meetings led by HODs and SLT
- Technology is, of course, integrated across all four facets of the curriculums and phases.
- Our STEM program makes the links between Science, Mathematics, and ICT explicit and provides context and links to real-world learning.
- Orientation programs at the start of phases and Key Stage information handbooks draw out the tangible and tacit links between the areas of the curriculum.
- The modified/adapted curriculum ensures that some SEND, and vulnerable students are taught as a cohort across a range of Literacy-based subjects.
- Independent learning, research and critical thinking are integral parts of all curricula and are referred to frequently and students understand what they are/mean.
- There is a whole school focus on Literacy with common resources used by all subjects. *'Every teacher is a teacher of English'* is a phrase understood and acted upon by staff.
- The DGPS learner profile continues to impact the development of communication across the school and is producing fluent, articulate, confident speakers.
- Teachers are open to taking their lessons in and out of their classrooms to provide interesting contexts for the students.

LINKS WITH EMIRATI HERITAGE AND CULTURE, UAE SOCIETY AND ISLAMIC VALUES

DGPS is incredibly proud of its place in Dubai and takes every opportunity to celebrate and teach its students about Emirati Culture and UAE Society. Our Deputy Head(s) of Staff and Student Management along with the Social Studies HOD has direct responsibility for this vital part of the curriculum resulting in a coherent, calendared, and innovative approach.

Social Studies is establishing itself as a Core department and enthuses the students about the UAE and its interesting traditions and cultures alongside its history, geography, and economics.

Moral Education is an established and successful department, with a strong ethos and bespoke approach. Schemes of work and lessons are in place for all years and are taught by trained, carefully chosen Form Tutors for 60 minutes per week in accordance with the National Agenda. These lessons are visited by SLT for quality assurance purposes.

The DGPS curriculum has Moral Education at its core and alongside Social Studies, develops an appreciation of heritage and Islamic values which are debated systematically.

Students develop a clear understanding of the UAE's values, culture and society through enrichment activities, community service initiatives, celebrations, and commemorations and where appropriate in subjects allowing them to appreciate UAE heritage, tradition, and culture. Our students have a number of opportunities to serve the local community and the wider world.

MODIFICATIONS

As an inclusive school, we pride ourselves on ensuring that all students can enjoy **and** participate in all aspects of the curriculum and provide numerous pathways. Modification and the removal of barriers is an intrinsic part of curriculum planning at SLT, HoD and Teacher levels. This extensive planning ensures that the needs of all groups of students are met through extension and support material. This ensures full engagement and challenge for all students of all abilities. Our Inclusion Champion/ SEND Governor and their extensive team work tirelessly to support our SEND, MAGT students and High/Low attainers to adapt the curriculum to remove barriers to learning but also to challenge.

Stimulating schemes of work and cross-curricular projects ensure that students develop both personally and academically. Any barriers to participation are minimal and students are monitored in order to recognise their contributions and interests. More reluctant students are identified, and steps are taken to ensure this does not compromise their learning experience. Our strong Pastoral system monitors the progress of all students as they engage with the curriculum. A yearly rigorous review of the curriculum at all phases is undertaken at the SLT level to investigate any other necessary modifications to ensure full engagement and challenge.

INNOVATION

Our Deputy Head(s) of Teaching and Learning has discreet responsibility for the curriculum and is, therefore, able to strategically plan and sequence the curriculum across all phases and subjects to ensure that students remain not just interested but motivated by the diverse learning experiences on offer.

Student aspiration is raised through the number of opportunities to perform and compete on Local, National, and International stages and through the expertise of professional visitors to the school who coach or inspire our students. The Wellbeing Student Leadership team provides the motivation for students to act as Global Citizens invested in sustainability and conservation, duly managed by the Deputy Head(s) of Student Management.

There is considerable flexibility and innovation in the planning and delivery of the curriculum. Clubs and Activities provide extension opportunities that reflect student aspirations and experiences and provide a rich, extensive, and stimulating range of opportunities. These encompass social, cultural, scientific, and athletic opportunities for students with a wide range of interests and aspirations. They are incredibly well attended and extend the learning opportunities provided through the Daily Curriculum.

COMPLIANCE

The curriculum is built on the shared values that underpin the Vision Statement of the school: *“To be an exemplary 21st-century inclusive learning community whose students are empowered to excel in a complex, interconnected, changing world; to develop life-long learners upholding the core values of the school.”*

This is clearly displayed in DGPS publications and permeates everything that we do. DGPS is in alignment with the Emirate and National Vision and teaches both Moral Education and Social Studies for the allocated time.

DGPS is a British curriculum school and therefore follows the relevant academic qualifications associated with that curriculum model. The Curriculum time is balanced across the Key Stages so that students receive the recommended time for English, Maths and Science, and the MoE statutory time for Arabic and Islamic Education.

ISLAMIC EDUCATION

In accordance with UAE Laws laid down by the Ministry of Education, all students who have registered their religion as Muslim when completing the admission process receive the recommended time of Islamic Education per week.

Students in Year 12 receive 30-minute lessons of IE that are not timetabled against any other subject.

ARABIC A and B

In accordance with UAE Laws laid down by the Ministry of Education, all students who have registered as having an Arabic nationality (ie are nationals of one of the 22 Arabic countries) when completing the admission process receive 3 hours of Arabic A per week. These lessons are taught in the Arabic Language and follow the curriculum laid down by the Ministry of Education. All students who registered at the school with non-Arabic nationalities receive 3 hours of Arabic per week and follow a curriculum that has been designed in-house to teach non-native speakers how to communicate using the Arabic language.

BALANCE

Balance DGPS is committed to fostering excellence, high academic achievement, and the well-being of our students, ensuring they are safe, happy, and morally grounded individuals who thrive in our school environment. We continuously adapt to meet both national requirements and international benchmarks, maintaining a curriculum that offers a diverse array of subjects across all Key Stages.

Our curriculum encompasses not only traditional academic disciplines such as Mathematics, Science, Geography, History, and Islamic Education but also includes a broad spectrum of creative, physical, and practical subjects. Alongside these, we prioritize the holistic development of our students by offering a range of extracurricular activities.

These activities, facilitated by professional coaches, encompass ballet, badminton, taekwondo, judo, karate, gymnastics, hip-hop, and zumba/yoga, providing students with opportunities to explore various interests and develop new skills. We believe that engagement in these activities not only contributes to their physical well-being but also enriches their overall learning experience, fostering a holistic approach to education. Through participation in these activities, students not only acquire new skills but also learn valuable lessons in discipline and teamwork.

Quality Assurance

At DGPS, we prioritize maintaining the highest standards of curriculum delivery to ensure our students receive a quality education that aligns with our educational goals and values. Responsibility for quality assurance lies with our dedicated team of educators, led by the Head of Primary and Vice Principal who oversee the preparation and implementation of long, medium, and short-term planning documentation in accordance with our curriculum policy.

Central to our quality assurance process is the annual self-evaluation cycle, through which we systematically assess the effectiveness of our curriculum provision. This evaluation involves a comprehensive range of methods, including:

- Lesson Observations: Regular observations of teaching practice to assess instructional delivery and student engagement.
- Planning Scrutiny: Reviewing long, medium, and short-term planning documentation to ensure alignment with curriculum objectives and instructional best practices.
- Work/Book Scrutiny: Examining student work and class materials to evaluate the application of learning objectives and the quality of student outcomes.
- Assessment Scrutiny: Analysing assessment data to gauge student progress and identify areas for improvement.
- Data Analysis: Utilizing quantitative data to identify trends, patterns, and areas of strength and weakness within the curriculum delivery.
- Discussions about Pupil Progress: Engaging in regular discussions to assess individual student progress and address any emerging concerns or challenges.
- Learning Walks: Conducting informal classroom visits to observe teaching and learning in action across different subject areas and key stages.

Records of these quality assurance judgements are meticulously maintained and stored centrally within our annual evidence base. This evidence informs the development of our Self Evaluation Form (SEF) and Continuing Development Plan (CDP), guiding our ongoing efforts to enhance and refine our curriculum delivery to meet the evolving needs of our students and the broader educational landscape.

REVIEW AND DEVELOPMENT

Curriculum review and development is the responsibility of all stakeholders in the DGPS community who have a distinct role to play:

- ✓ **DEPARTMENTS: HODS, TEACHERS, FACULTIES**
- ✓ **GOVERNING AUTHORITY: DSIB, KHDA (DUBAI, UAE)**
- ✓ **PARTNERSHIPS: PARENTS, GOVERNORS**
- ✓ **SLT: WITH RESPONSIBILITY FOR THE CURRICULUM**

DEPARTMENT: HoDs along with the faculty team conduct thorough unit reviews and critique all content to ensure continuous excellent provision for ALL students. On a yearly basis, HoDs review and audit the entire curriculum for each Key Stage and update it to reflect changes to examination specifications and to provide students with opportunities to explore new contexts and current concerns. These changes must be justified by the LEADERSHIP TEAM in charge of the curriculum who has a complete overview of the curriculum. A balance is struck between risk-taking and including Emirate and national priorities. HoDs are not afraid to experiment as they follow it up with perseverance and reflection.

GOVERNING AUTHORITY: DSIB, KHDA, MOE

Although British curriculum, DGPS initiates and celebrates its commitment to Emirate and National Priorities. At the SLT level, regular meetings reflect the dedication to the provision of the UAE Social Studies and Moral Education curriculum which is constantly being refined and improved to enhance student achievements and aspirations. New priorities are always systematically and incorporated.

PARTNERSHIPS

DGPS is proud of its open lines of communication with its parents which allows for them to be completely aware of the curriculum content and implementation. Students are also regularly invited to explore the curriculum of the future and the Pastoral System allows for students to construct discussions on what they would like to be able to learn or take part in. Surveys are systematically used to investigate potential developments and to ensure that all stakeholders are involved in ensuring continuous excellent provision in all areas.

SLT is dedicated to curriculum review and development. They regularly organise audits in light of debates around the latest curriculum research and innovation. The SLT collaborate on yearly full curriculum reviews through their Line Management system which ensures that all stakeholders can articulate and synergise. Being agile, flexible, and alert is imperative.

The Principal, Vice-principal, Head of Primary and the Deputy Head (s) of Teaching, Learning and Assessments are responsible for Curriculum conduct rigorous reviews of the curriculum and are dedicated to ensuring that DGPS continues to offer extensive choice and seamless learning experiences which are innovative, challenging, and purposeful.

- The curriculum is reviewed and updated on a frequent basis in relation to students' achievements, aspirations and Emirate and National priorities.
- The review forms part of the DDA for each department which is addressed at every departmental meeting. Bi-Termly curriculum planning meetings attended by all HoDs allow for rigorous review and ensure seamless transitions between key stages and phases. As student achievement continues the curriculum continues to include challenging content and links to their aspirations and talents.
- The curriculum is celebrated on numerous platforms including our weekly D6 messages, newsletters, and website.
- Parents are kept up to date with all developments and have access to the curriculum of all subjects to aid the personal development of their children/wards.
- The parental forum is utilised for large scale changes to the curriculum to ensure that all stakeholders are consulted.

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and gifted and talented policy.