



PACE مدرسة بيس البريطانية ذ.م.م
BRITISH SCHOOL L.L.C.
== SHARJAH ==

CURRICULUM POLICY

Introduction:

This policy outlines the curriculum offered at PACE British School.
It covers the following Key Stages:

PRIMARY SCHOOL

Early Years Foundation Stage (EYFS): FS1 and FS2
Key Stage 1: Years 1 and 2
Key Stage 2: Years 3-6

SECONDARY SCHOOL

Key Stage 3: Years 7-8
Key Stage 4 (GCSE): Years 9-11
Key Stage 5 (A-level): Years 12-13

SUBJECTS

Early Years Foundation Stage

Students follow the Early Years Statutory Framework for the Early Years Foundation Stage, published by the UK Department for Education (DfE). The framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning to be covered within the curriculum. There are seventeen statutory Early Learning Goals, across the 3 prime and 4 specific areas of learning. Our aim is for students to achieve these Early Learning Goals by the end of FS2. If a student achieves the Early Learning Goals in Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy and Maths, they have achieved a Good Level of Development.

Early Years practitioners use non-statutory guidance documents, Development Matters 2020, to assess students' level of development and to inform planning. This guidance document is aligned with the statutory Early Learning Goals, to enable students to make progress and achieve a Good Level of Development at the end of EYFS curriculum.

Prime areas:

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

Specific areas:

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

FS Specialist Subjects:

- Arabic
- PE (FS2)
- ICT (FS2)

Key Stage 1 and Key Stage 2

Students in Key Stages 1 and 2 follow the Cambridge International Curriculum underpinned by the UK National Curriculum and include the following subjects: English (consisting of phonics, guided reading, and literacy lessons), mathematics, science, art and design, humanities, physical education (including swimming from Year 4), ICT, STEM and French (KS2). In addition to these subjects, students also receive Moral Education and Wellbeing provision.

In Key Stage 1, phonics lessons are streamed based on their abilities and needs. At the end of Year 1, students undergo the Year 1 phonics screening check. This is used to inform the teaching of phonics in Year 2 and how teachers build on students' understanding of decoding, segmenting and blending.

Core subjects (English, mathematics and science) are taught discretely; however, opportunities to make cross curricular links are carefully designed to support students' learning and allows students to further embed and apply the skills taught. Teachers work as a team in each year group to ensure topics are aligned directly with the National Curriculum and planning is tailored to build upon students' skills, prior learning, and their interests. Schemes including Read, Write, Inc, and Talk 4 Writing are used to support teachers, drawing on best practice from schemes used in the UK which are DfE approved. A thematic approach to teaching is often taken for the foundation subjects and this will link with other areas of learning too, with a particular focus on reading and writing skills.

Lesson objectives are derived from the Cambridge Curriculum and these are tracked and monitored by teachers, Heads of Years and Assistant Heads of school. Regular assessment of these objectives informs planning. Specialist teachers deliver physical education, swimming, art, French, ICT and STEM to students.

Key Stage 3

Students follow an adapted National Curriculum in England framework, set out in the December 2014 statutory guidance provided by the DfE. The school maintains a broad range of subjects so that students develop a wide range of learning skills, broaden their perspective and benefit from multiple opportunities to enrich their time at school. KS3 students take English, Mathematics, Science, ICT, Drama, Geography, History, French, Quran and Physical Education.

Lesson objectives are derived from the various subject attainment targets set out in the DfE's Key Stages 3 and 4 Framework Document published in 2014. These are tracked and monitored by teachers, Heads of Years, and subject leads. Regular assessment of these objectives informs planning. Key Stage 3 lessons are almost always delivered by qualified subject specialists, with a very small number delivered by teachers for whom the subject is a second specialism (working as part of a specialist faculty).

Key Stage 4

In Year 9 students begin their IGCSE courses, the school follows a 3 -year IGCSE programme. Students narrow their subject choices down through the school's guided options process. They take English, Mathematics and Physical Education as core subjects, and can opt for additional GCSE or iGCSE subjects as per the option blocks:

<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
Triple Science Business Environmental Management	Business Computer Science ICT PE Additional Studies (invitation only)	History French Economics Geography Additional Studies (invitation only)

This is an example of the options on offer for August 2023. Options may change due to the choices made by students.

Key Stage 5

The school offers International AS and A levels through Pearson Edexcel and Cambridge Examination Boards. Students select two, three or four A-levels or International A-levels (IALs) from a range of options, based on their university and careers discussions with staff.

Options subjects available to Key Stage 5 students are dependent on the number of students wishing to pursue certain subjects.

<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>	<u>Option 4</u>
Biology Business	Chemistry Economics	Physics Computer Science	Mathematics
Self-Study	Self-Study	Self-Study	Self-Study

Most students pursue three A-levels or IALs, although some pursue four. A small number of students may only study two, in order to maximise their chances of obtaining the UAE requirement of two A-levels at Grade D or above, necessary for the Thanaweeya equivalency certificate. Curriculum Policy UAE National Agenda Subjects in addition to the subjects above, all students at PACE British School study the Ministry of Education-mandated subjects of Arabic, Islamic Studies, Social Studies and Moral, Social and Cultural Studies. The school is compliant with the time requirements outlined below, and in addition provides Arabic lessons to students in the Early Years Foundation Stage.

UAE National Agenda Subjects

In addition to the subjects above, all students at PACE British School study the Ministry of Education-mandated subjects of Arabic, Islamic Studies, Social Studies and Moral, Social and Cultural Studies. The school is compliant with the time requirements and in addition provides Arabic lessons to students in the Early Years Foundation Stage.

Academic Timetable

Both the Primary and Secondary Schools operate timetables designed to provide students with a suitable number of guided learning hours for all subjects. In the case of the UAE National Agenda Subjects, the school is 100% compliant. The school also ensures that, for all GCSE and A-level subjects, at least the exam board specified recommended guided learning hours are achieved in-class.

Setting and Streaming

The school maintains mixed ability classes in almost all subject areas. However, at Key Stages 3 and 4 Mathematics lessons are blocked together as sets due to the different pathways offered. Entry into Sixth Form, and onto particular A-level courses, is subject to minimum entry criteria being met, to ensure that students taking A-levels have a reasonable chance of passing those courses.

Assessment within the curriculum

Students are regularly assessed against relevant MOE and National Curriculum frameworks. Both the Primary and Secondary Schools have a clear assessment policy that informs assessment practices. Regular assessment for learning and in-class tests provide data to assess student attainment and progress, and are utilised to adapt planning so that gaps in student knowledge and skills can be addressed. Teachers maintain a level of assessment data that informs teaching within their classrooms. Faculties also maintain trackers to

aid with assessment and planning. Termly assessment data, baseline and progress data, is also kept within central trackers. These are all used for assessment, planning, interventions and school improvement. Teachers regularly discuss assessment with Heads of Faculty, Heads of Year, and the SLT.

Speaking and listening within the curriculum

Speaking and listening is central to PACE British Schools curriculum, and it is developed from EYFS through to Year 13, providing opportunities for students to develop these skills in all contexts. Staff model higher-level vocabulary to students and subject-specific vocabulary is carefully planned for and integrated into planning, ensuring students understand language in context. Teachers take opportunities to unpick the meaning of key and new vocabulary, expanding their language daily.

Inclusion

People of Determination (POD) students, previously identified as Special Educational Needs (SEN) students, include children experiencing learning difficulties or possessing abilities and/or talents, which call for special educational provision to be made for them. This may include tailored curriculum pathways and Individual Education Plans. The Head of Inclusion oversees the identification of and provision for POD students and maintains details of their curriculum pathways on the school's Inclusion Registers. More information is available in the school's Inclusion Policy.

University and Careers Education

The school provides a university and careers curriculum through Unifrog; a software programme accessed by all students from Year 7 to Year 13, by staff and by parents. This is delivered as part of a wider pastoral programme. The school utilises the frequent university fairs in the UAE to expose students to direct information about university courses and entry requirements.

All secondary students are provided with access to the Unifrog online platform. Each year group from Year 7 to 13 conduct weekly activities towards building an understanding of life after secondary school and this helps to build a better understanding of university requirements and career paths for the students, increasing their motivation to achieve their goals. These activities are supported by tutors. Unifrog is an outstanding resource that helps students choose career paths, there is a plethora of developmental courses available which promote extra-curricular courses and extra-curricular learning.

Year 8 and 11 students are offered additional guidance during their options process. All have access to a detailed options booklet, and each student is offered individual guidance meetings to discuss their attainment and progress in subjects, their ideas for university pathways and careers, and what that may mean for options. Parents are also fully included in the process through two options meetings held at the beginning and towards the end of the guided options process.

PACE British School students are offered meeting sessions to support them with all their university applications and advise them on the next steps and processes. This process is fully supported and guided by Unifrog. Students are guided through the university application process by use of Unifrog which enables the students to be proactive in shortlisting their university choices. Throughout the year, Year 12 and 13 students are given one dedicated lesson per week with a secondary SLT member to be proactive in working on their personal profiles and to update their reference request forms to ensure that staff provide them with outstanding teacher references.

Extra-Curricular Programmes

PACE British School encourages students to attend extra-curricular activities as these provide enrichment opportunities and activities based on children's interests. The school aims to provide an array of ECAs which help to support the development of a broader skill set across a range of subjects and activities, going beyond the curriculum. The extra-curricular activities are specifically designed with the children in mind, ensuring

each activity challenges students in a safe and supportive environment, developing a range of skills including leadership, teamwork, commitment, and perseverance. These are provided in the form of after-school clubs, and also during Lunchtime Clubs in the Secondary School. Students can attend up to four different lunch time clubs per week. In addition to ECAs, the school also provides further enrichment opportunities through external visitors and excursions. These are carefully planned to complement and enhance the learning taking place in the classroom and provide students with opportunities to develop skills beyond the classroom. Students are given the opportunity to participate in debating competitions and the Model United Nations conference.

Home Learning

Home learning is provided for all students from FS and above. The school does not employ a home learning timetable. Its policy is that such work should be set at a time that maximises student learning, not at a predetermined time based on a timetable. However, teachers are asked to set reasonable but challenging work and to be mindful of other work set when allocating home learning tasks.

Signed:



Last amended: September 2023

Policy Review Date: September 2024