



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# POLICY

## Curriculum

Approved by:	Jeremy Hallum (Principal)
Last reviewed on:	April 2025
Next review due by:	April 2028

### MISSION

Lead, nurture and succeed.

### VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
LEADERSHIP

This policy is applied at MTW alongside our school's vision, mission and values.

GEMS Metropole School Al Waha (MTW) 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 MTW is under-pinned by the School's vision statement. MTW 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 MTW curriculum will

- a. Cover the National Curriculum for England according to the statutory requirements in
  - FS – EYFS: Nurture Creativity
  - KS1 - National Curriculum for England: Nurture Curiosity
  - KS2 - National Curriculum for England: Nurture Confidence
  - KS3 - National Curriculum for England: Nurture Creativity
  - KS4 – IGCSE / iBTEC/Asdan: Nurture Career Success & Opportunities
  - KS5 - A Levels / iBTEC: Nurture Career Success & Opportunities
- b. Delivering Arabic, Islamic Education and Moral Education/Social Studies as required by Ministry of Education
- c. Seek to offer appropriate experiences beyond the statutory requirement which reflect the broader curriculum
- d. 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
- 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:

- 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 13, 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 Careers Counsellor 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 MTW 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.



## Languages

A range of languages are taught at GEMS Metropole School Al Waha:

- 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 3 to Year 9. Students also have the opportunity to study French at Key Stage 4 and 5 as part of our subject options.
- Spanish - Year 3 to Year 9. Students also have the opportunity to study Spanish 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 MTW we celebrate home languages.

## Parental involvement

We encourage our MTW 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 is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.

