



أكاديمية جيمس ويلينغتون واحة السيليكون
GEMS Wellington Academy
SILICON OASIS

PL100 - Curriculum Policy

First Implementation date | September 2015

Date last reviewed | September 2024

Reviewed by | Belle Wagner

Next review due by | September 2025

Contents

INTRODUCTION AND VALUES	3
.....
AIMS	4
.....
CURRICULUM ORGANISATION PRIMARY	4
.....
CURRICULUM ORGANISATION SECONDARY	5
.....
ENRICHMENT	9
.....
PLANNING	9
.....
PERSONALISATION, LEARNING AND INCLUSION	10
.....
COMPETENCES / LEARNING SKILLS	10
.....
ASSESSMENT, MONITORING AND EVALUATION	10
.....
THE ROLE OF ACADEMY LEADERSHIP	11
.....
Senior Leadership	11
Subject Leaders	11

INTRODUCTION AND VALUES

The curriculum at WSO is a uniquely crafted progression from the Early Years Foundation Stage, through an enriched and developed National Curriculum for England into personalised qualification pathways incorporating Functional Skills qualifications, BTEC, IGCSE and GCSE. These culminate in one of the richest Post 16 offerings in the region. Alongside the IB programmes of study (IB Diploma Programme and the IB Career Related Programme), the A-Level and BTEC pathways are also offered at Post-16. In addition to the broad range of subjects delivered by highly qualified specialist teachers, the WSO curriculum offers an innovative curriculum design which focuses on the development of learning skills and concepts/competences and the enrichment of the learning environment. These are Key Skills identified in the National Curriculum and in the IB Learner Profile that underpin success in education across all age groups in the Academy.

Delivery of a rich, inclusive curriculum where every learner is empowered to progress and achieve at the highest level is fundamental to the philosophy of WSO. How children learn is as important as what they learn; it is our responsibility, through a rich curriculum, to optimise learning opportunities. The Academy provides a learning environment and ethos which enable students to develop outstanding personal and social skills, appreciate all world cultures, in particular to gain an understanding of Islamic values and Emirati culture, and develop a sense of social responsibility.

Our curriculum achieves a high level of 'connections' through tasks that promote responsibility and ownership. In making strong learning connections with activities that foster relevant skills with applicable value, we create higher-level thinking and give responsibility of learning to students. Through the progressive teaching of concepts and concept-based learning throughout the Primary Phase, the curriculum provides a structural framework in which students can gain the knowledge and skills that will mean that they are fully prepared to thrive in the modern world of work and higher education.

Within our established ethos, children gain confidence in making choices and increase their knowledge and understanding of the world around them. We aim to continuously develop skills and competences to nurture world class, world ready students.

The Curriculum at WSO is structured and monitored to ensure that it upholds the values and ethos of the UK and the UAE. Fundamental values such as democracy, the rule of law, mutual respect and tolerance are taught and embedded within the curriculum and in extra curricular activities. Access to learning is fully available to all students, including those with Special Educational Needs and Disabilities.

AIMS

At WSO, we aim to offer a balanced and broad based curriculum which enables all **students** to:

- Enjoy learning and embrace the skills of a lifelong learner
- Make progress and achieve their full potential
- Become creative, independent learners
- Take ownership over individual target setting
- Be able to evaluate and assess their own learning
- Develop their critical thinking skills
- Make links and connections to the real world (locally, nationally and globally)
- Develop confidence and independence and high self-esteem
- Develop the WSO competences

At WSO, we aim to offer a comprehensive curriculum which is:

- Broad, balanced and relevant
- Flexible to meet the needs of a diverse population within the Academy
- Reflective of the multi-cultural nature of the local community

In summary, we aim to prepare students for the opportunities, responsibilities and experiences of adult life.

CURRICULUM ORGANISATION

All Curriculum areas are compliant with the British National Curriculum. The exact balance of time between subjects and curriculum areas is reviewed annually to ensure best serves the needs of the students and community, while maintaining high standards of achievement and progress.

Primary

The Primary curriculum is built around the British National Curriculum. Each class engages in lessons within core subjects, as well as specialist and Conceptual Curriculum Lessons. Phonics lessons also take place in Key Stage 1. The Specialist Lessons reflect the cultural and religious context of the UAE and the ambition of the school to expose all students to as broad and rich an educational experience as possible.

Specialist Lessons

- Arabic
- Islamic Education
- MFL
- Physical Education
- Performing Arts
- Outdoor Learning

Each of these lessons are taught by a specialist teacher and in specialist facilities where necessary. The amount of time per week spent in each lesson changes as the year progresses, and as a student progresses through the Year groups. Younger year groups are exposed to French, Spanish and German and in later Primary years the students have a choice to study French, Spanish or German.

Conceptual Curriculum

- Reading
- Writing
- Science
- MSC
- Cultural Studies
- Computer
- Science
- Design Technology
- Geography
- History
- Art

Our Primary Conceptual Curriculum is skilfully planned using the National Curriculum, to allow students to apply concepts from one situation to another, developing students' ability to think deeply and make meaningful connections. Students are supported to think across times, geographies and cultures, not limiting learning to a single literary or historical event, enabling continuity and progression within year groups and across the Primary Phase.

Secondary (Curriculum structure and timings for each subject)

The Secondary curriculum is designed to prepare students for their next steps out of school and ensure that they are well prepared with the skills and qualifications to succeed. The

formal qualifications that are awarded at the end of Year 11 are GCSE, IGCSE, BTEC and Functional Skills. At the end of the Year 13 students can leave WSO with A-Levels, IBDP and IBCP qualifications and BTECs. Embedded in the curriculum is a comprehensive careers education programme that aims to support and guide students to make effective choices for their future.

Year 7			Mins
Islamic A	Islamic B	Study Skills (for non-Muslims)	110
Arabic A	Arabic B		165
	World Studies (for Arabic B students)		55
English			165
Mathematics			165
Science			165
Moral Education			55
Social Studies			55
Learning to Learn			55
Pastoral Time			165
Enrichment			110
Physical Education			110
Art			55
Design & Technology			55
Geography			55
History			55
French	German	Spanish	110
Dance			55
Drama			55
Music			55

Year 8			Mins
Islamic A	Islamic B	Study Skills (for non-Muslims)	110
Arabic A	Arabic B		165
English			165
Mathematics			165
Science			165
Moral Education			55
Social Studies			55
Learning to Learn			55
Pastoral Time			165
Enrichment			110
Physical Education			110
Art			55
Computer Science			55
Design & Technology			55
Geography			55
History			55
French	German	Spanish	110
Dance			55
Drama			55
Music			55

Year 9			Mins
Islamic A	Islamic B	Study Skills (for non-Muslims)	110
Arabic A	Arabic B		165
English			220
Mathematics			220
Science			220
Moral Education			55
Social Studies			55
Pastoral Time			165
Enrichment			110
Physical Education			110
Option A			110
Option B			110
Option C			110
Option D			110

Year 10			Mins
Islamic A	Islamic B	Study Skills (for non-Muslims)	110
World Studies (For Arabic A students)	Arabic B		165
English			165
Mathematics			220
Science			220
Moral Education			DD
Social Studies			55
Pastoral Time			110
Enrichment			110
Physical Education			55
Option A			165
Option B			165
Option C			165
Option D			165

Year 11			Mins
Islamic A	Islamic B	Study Skills (for non-Muslims)	110
English			275
Mathematics			220
Science			220
English / Maths / Science Intervention			**
Moral Education			55
Pastoral Time			165
Enrichment			110
Physical Education			55
Option A			165
Option B			165
Option C			165
Option D			165

Options:	New?	GCSE or BTEC	
Music Technology	NEW	BTEC	
Travel & Tourism	NEW	BTEC	
Arabic B GCSE	KS3	GCSE	*
Art	KS3	GCSE	
Business Studies	NEW	GCSE	
Computer Science	KS3	GCSE	
Dance	KS3	GCSE	
Drama	KS3	GCSE	
Drama Technical	NEW	GCSE	
DT Graphics	KS3	GCSE	
DT Resistant Materials	KS3	GCSE	
DT Textiles	KS3	GCSE	
Economics	NEW	GCSE	
Food Preparation and Nutrition	KS3	GCSE	
French	KS3	GCSE	
Further Mathematics	KS3	GCSE	
Geography	KS3	GCSE	
German	KS3	GCSE	
History	KS3	GCSE	
ICT	NEW	GCSE	
Media Studies	NEW	GCSE	
Music	KS3	GCSE	
Physical Education GCSE	KS3	GCSE	
Psychology	NEW	GCSE	
Spanish	KS3	GCSE	

Post 16 (Curriculum structure and timings for each subject)

			AL	DP	BTEC	*
Post 16			37	34	22	*
Islamic A	Islamic B	Study Skills (for non-Muslims)	110	110	110	
Arabic A			165		165	
Moral Education **			55	55	55	
Pastoral Time			110	110	110	
Enrichment			110	110	110	
A Levels						
Option A			275			
Option B			275			
Option C			275			
Option D			275			
Option E			275			
Extended Project Qualification****			110			
BTEC					660	
IBDP ***						
Group 1				220		
Group 2				220		
Group 3				220		
Group 4				220		
Group 5				275		
Group 6				220		
Theory of Knowledge				110		

				Y12	Y13
			IBDP subjects		
			IB English Language & Literature HL	220	220
			IB English Language & Literature SL	220	220
			IB Mathematics: Analysis & Approaches HL	275	220
			IB Mathematics: Analysis & Approaches SL	220	220
			IB Mathematics: Applications & Interpretations	220	220
			IB Arabic	220	220
			IB French	220	220
			IB French Ab Initio	220	220
			IB German	220	
			IB German Ab Initio	220	220
			IB Italian Ab Initio	220	
			IB Spanish	220	220
			IB Spanish Ab Initio	220	220
			IB Business Management HL	220	275
			IB Business Management SL	165	220
			IB Economics HL	220	275
			IB Economics SL	165	220
			IB Geography HL	220	275
			IB Geography SL	220	165
			IB History HL	220	275
			IB History SL	165	165
			IB Information Technology in a Global Society HI	220	275
			IB Information Technology in a Global Society SL	220	220
			IB Psychology HL	220	275
			IB Psychology SL	220	165
			IB Biology HL	220	220
			IB Biology SL	220	165
			IB Chemistry HL	220	220
			IB Chemistry SL	220	165
			IB Computer Science	220	220
			IB Design & Technology HL	220	220
			IB Design & Technology SL	165	165
			IB Environmental Systems and Society	220	220
			IB Sport, Exercise and Health Science	220	220
			IB Physics HL	220	220
			IB Physics SL	220	165
			IB Dance HL	220	
			IB Dance SL	165	
			IB Film	220	220
			IB Music HL	220	275
			IB Music SL	165	165
			IB Theatre	220	
			IB Visual Arts HL	220	275
			IB Visual Arts SL	220	165
			IB Theory of Knowledge	110	55
A Level subjects	Y12	Y13			
A-Level Biology	275	275			
A-Level Business	275	275			
A-Level Chemistry	275	275			
A-Level Computer Science	275	275			
A-Level Design & Technology	275				
A-Level Economics	275	275			
A-Level English Literature	275	275			
A-Level French	275				
A-Level Further Mathematics	275	275			
A-Level History	275	275			
A-Level Mathematics	275	275			
A-Level Media	275				
A-Level Photography	275	275			
A-Level Physics	275	275			
A-Level Psychology	275	275			
Extended Project Qualification	110				
BTEC Subjects	Y12	Y13			
BTEC Applied Science	660				
BTEC Business	660				
BTEC Creative Media	660	660			
BTEC Music Production	660	660			
BTEC Performing Arts	660	660			
BTEC Sport	660	660			
BTEC Travel & Tourism (Level 3)	660				

ENRICHMENT

The Academy operates a unique Enrichment Programme – one which provides every student with broader and deeper learning experiences within the whole curriculum. We do not believe in the term "extra-curricular" – we believe that every child should have access to a range of self-selected learning experiences from within creative, action and service-based options as a central part of their curriculum. Our Primary Enrichment Programme takes place during the school day, not at the end, and is enjoyed by every student with the WSO competences being central to the Enrichment focus. In Secondary, students partake in their Enrichment opportunities outside of the school day to allow for relationship building and networking in the wider community.

The Enrichment Programme allows students to further demonstrate the skills they need to thrive in the modern world - personal development, creativity, innovation, entrepreneurship, leadership, and the real skills for future study and employment. In addition, WSO Enrichment also allows for personal development through charitable initiatives in all phases.

PLANNING

When planning lessons, unit plans, and schemes of work, we aim to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the students
- Lessons include a 'check for understanding' (CFU); questions that are targeted to check the level of knowledge or understanding of a topic / content before it is taught.
- Student assessment data is utilised so that all students' needs are met and there is clear personalisation of learning
- Students' learning progresses smoothly through the Academy and prepares them for life beyond school
- We provide a variety of relevant experiences for students in the classroom that serve to develop knowledge, skills and understanding and enable them to value themselves as learners
- Students make connections across and within topics and concepts to deepen their learning.
- Students are given the opportunity to extend their learning at home.

PERSONALISATION, LEARNING AND INCLUSION

Effective adaptations are made to the curriculum to match students' needs, especially for those with SEND. SEND trackers, Emirati folders and high-quality provision for Students of Determination (SEND) ensure that all students make progress and are exposed to an enriching learning experience. We recognise students' strengths, needs and interests and build on these to promote achievement and success. We identify students' needs through the MER (Monitoring and Evaluation Review) and use of continuous assessment data; both internal and external. We adapt provision and learning opportunities to meet these needs. We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills (i.e. the ASDAN Programme). We strive to provide opportunities to practice and apply learning in many contexts. Alongside the traditional curriculum, the school has a range of therapeutic inputs that support our young people.

COMPETENCES / LEARNING SKILLS

See Teaching and Learning Policy

ASSESSMENT, MONITORING AND EVALUATION

See School Development Plan and WSO Assessment Policy

THE ROLE OF ACADEMY LEADERSHIP

Senior Leadership

It is the role of the Senior Leadership of the Academy to set the strategic direction for curriculum development, coordinate the improvement and implementation of the curriculum on a cyclical basis, and evaluate the effectiveness of the curriculum to ensure it is effective and progressive. The main responsibility for this lies with the Academy Principal and the Academy Vice Principal for Curriculum and Assessment.

Subject Leaders

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans
- triangulate data from internal and external sources.