



GEMS Winchester School Dubai



Curriculum Policy

Person(s) Responsible: Vice Principal

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1. Introduction

At WSD, we believe that learning is an enjoyable, lifelong process through which everybody can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement, ensuring that each learner has access to a broad and balanced curriculum.

In this way, we aim to nurture and develop each individual socially, emotionally, academically and physically, thus preparing them to make a positive contribution to society. We believe that rich opportunities for innovation and enterprise should be provided to students as much as possible.

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2. Aims of the Curriculum

Our curriculum:

- Is delivered in English (with the exception of Arabic A and Islamic A classes) and provides opportunities for reading, writing and speaking in English.
- Promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- Identifies, nurtures and harnesses every child's unique talents and potential so that they develop as confident, resilient and enquiring learners. Alongside subject knowledge and understanding, learning skills must be developed in all lessons.
- Personalises learning at every opportunity to ensure pupils are always well-supported and guided as well as enabling them to develop skills in specific areas of interest stemming from a broad curriculum offer.
- Understands the needs of our students by utilising insightful data such as CAT4, ABT and NGRT, and use this information in order to ensure lessons can be delivered where all students make good progress.
- Ensures that our students are well-prepared for NAP tests (TIMSS, PISA) and GL PTs, and that our curriculum provides opportunities to plug any gaps identified in students' skills and knowledge.
- Ensures innovative and dynamic learning takes place, including cross-curricular opportunities that are deliberately planned to enrich students' experiences.
- Creates a curriculum where the transition of students between years and key stages is seamless due to careful planning. This includes preparing our students for the working world and university after they leave us. Primary and Secondary work closely together to ensure this happens.
- Ensures that high expectations and standards are the norm and that students are always pushed to do better. Challenging work should always be available and should be built into SoWs.
- Makes sure the curriculum is regularly reviewed and kept up to date with changes in the English National Curriculum and from the Ministry of Education; identifying strengths and weaknesses within our teaching and results helps to sculpt the curriculum.
- Ensures statutory requirements on the English National Curriculum and The Ministry of Education are met, providing our students with a varied curriculum with opportunities in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education alongside strong core values. This includes providing dedicated lessons for UAE Social Studies and Moral Education.
- Literacy, Numeracy, Speaking and Listening, Enterprise, Digital Learning and UAE Social Awareness permeate across all subjects to further develop pupil understanding and enhance skills in these areas.

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3. Procedures

The quality of life and learning within our school is all important and we endeavour to provide a curriculum that extends beyond the one contained in the National Curriculum. It is a combination of the broad and balanced range of subject areas that make up the National Curriculum and the personal, moral and social skills and attitudes that enable students to mature into well-educated, balanced individuals. Through a broad and balanced curriculum, we aim to provide every student with the opportunities to learn, be challenged and to succeed.

Through the English National Curriculum, we teach English, Mathematics, Science, Digital Learning (ICT), History, Geography, Art, Music, Drama, French and PE. Online programmes and subscriptions support our teaching and learning, providing further challenging content. We also deliver aspects of social, moral, spiritual and cultural education through an integrated approach as well as discrete lessons (MSC).

Within the school, we provide an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs. Each classroom establishes a climate of warmth and support in which self-confidence and self-esteem can grow, and in which all students feel valued and are able to make mistakes as they learn, without fear of criticism.

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4. The Curriculum in Different Phases

Early Years Foundation Stage (EYFS)

The Foundation Stage at WSD provides excellent foundations in the Early Years for children between the ages of three and five. We believe that children learn best through a balance of child-initiated play through the set-up of continuous provision and adult-guided small group activities. The children also have access to the outdoor areas, which enhance and develop the areas set out on the EYFS Framework.

The Early Years Foundation Stage Framework is broken down into seven areas of learning and development which are:

- Personal, Social, and Emotional Development (PSED)
- Communication and Language (C+L)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

As children progress from FS1 to FS2, a greater emphasis is placed on learning skills that will support and prepare them for Year One.

In the Early Years at WSD we provide:

- Quality and consistency between the classes
- A secure foundation through learning opportunities which cater to the needs of the children
- Partnership working between parents and teachers
- Equality of opportunity to support children of all backgrounds

Primary Phase

At WSD, we believe that it is important to make learning meaningful, challenging and memorable for children and our whole school curriculum is underpinned by the WSD 7Cs:

- Communication
- Critical Thinking
- Collaboration
- Curiosity
- Consciousness
- Confidence
- Creativity

From Years 1 to 6, we teach the National Curriculum for England, and provide children with opportunities to work on their own, in pairs and in groups. Within lessons, we value the importance of talk and collaboration as a tool for learning and invest time in this across all subject areas. At WSD, we give high priority to teaching the fundamentals of Reading, Writing, Maths, Science and the Ministry of Education subjects, to ensure children acquire the basic skills for learning and life in the 21st Century. We also have a range of specialist lessons, taught by a specialist teacher, in Art, Physical Education (P.E), French, ICT/Computing and Music.

Our embedded thematic curriculum, in Years 1 to 6, promotes high-quality learning through engaging topics, which are sequenced to provide a clear progression in skills and knowledge to equip children for the next stage in their education. The chosen topics and curriculum are also underpinned by a key texts which link English and Humanities lessons.

In addition to the above, it is also important to us to provide a broad range of exciting, relevant and creative opportunities that enrich our children's learning including Hook Days, trips, in-school visitors and outdoor learning opportunities as well as inter-school and UAE wide competitions. We also offer a range of Extra Curricular Activities (ECAs) through our Enrichment Programme, enabling children to participate in learning experiences that may not always fit into the curriculum, whilst developing their character, confidence and creative skills. Across the three terms, children will have the opportunity to access academic, creative and sporting Enrichments.

Secondary Phase

The curriculum in Secondary is end-goal focused with students following the English National Curriculum through iGCSEs, A-levels and Level 2 and Level 3 BTECs; thus, the curriculum is back-mapped from Key-stage 5 to Key-stage 3. Secondary allows specialisation based on student aspiration with additional vocational pathways in Key-stages 4 and 5. Students are exposed to the full range of curricular options in Key-stage 3, with specialisation in Year 10 onward through GCSEs, A-levels and BTEC.

For students in Key Stage 4 and 5 we have introduced more flexible pathways to meet the needs of a much wider range of students. Level 2 BTEC programmes (for Key-stage 4) in Business, Sport and Information Technology and Level 3 BTEC programmes (for Key-stage 5) in Business, Travel and Tourism, Creative Media, Sport and Information Technology are suited to students who prefer learning in a more vocational way. Our bespoke pathways for students help students transferring from other curriculums to achieve equivalency.

Enrichment is a feature of our curriculum, led by students' needs and interests. There is an additional focus on STEAM which strengthens cross-curricular links and knowledge transfer, and builds on students' previous achievements. Students have increasing opportunities in the curriculum to develop their innovation skills, through augmented reality within core subjects, as well as through our STEAM lab and VR bus. Innovation and

enterprise are embedded within our curriculum, for example Key-stage 3 students create STEM Projects with recycled material or have the chance to participate in competitions like the Global Innovation Challenge.

The Performing Arts adds an additional area of specialism for students, one that we plan to grow with time. Our performing arts programme provides opportunities for students to develop their drama and public-speaking-skills -skills.

Students are prepared well for the next phase of education within school and beyond.

Key Stage 4 Options

Outside of our option blocks, all students have lessons in Moral Education and Social Studies, in line with Ministry of Education (MOE) requirements. For general fitness, all students will have one lesson of Physical Education per week. All Muslim students attend Islamic Studies lessons while Non-Muslims attend Personal, Social & Health Education.

- All students study Mathematics in KS4 and teachers decide whether the higher or foundation course is more suitable
- All students study English Language in KS4 and teachers decide whether the first language or second language course is more suitable. English Literature is taught alongside English Language in top-sets in Year 10 and as an option-subject, contained within the option blocks, in Year 11.
- All students study Science in Option Block 1 and 2. Teachers, parents and students discuss to ensure students are placed on the correct course; Triple Science or Double Science. Double Science is reviewed at the end of Y10 with some students moving to Single Science if in their best interest. Any student taking Biology & Chemistry Triple Science must choose Physics (Block 3).
- Physical Education (PE) in Option Block 5 is a iGCSE examination subject which is separate to the non-examined PE lesson that all students do for general fitness

Year 10 Option Blocks

Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
Combined Science	Combined Science	BTEC Business	BTEC Business	BTEC IT	BTEC IT
Biology	Chemistry	Physics	Psychology	Computer Science	Business Studies
		Business Studies	Media Studies	Accounting	Psychology
		Media Studies	Accounting	Economics	Art
		Computer Science	Drama	French	Global Perspectives
			IT	ICT	
			Economics	Geography	
			Art	BTEC Sport	
			History		
			Travel & Tourism		

Year 11 Option Blocks

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Biology Double Science P.E. Art Travel & Tourism Accounting	Chemistry Double Science French Economics Psychology Media Studies	Physics Business Studies Drama Sociology Computer Science ICT	Biology Double Science History Computer Science Global Perspectives Psychology	Chemistry Double Science Geography Economics ICT Art	Physics Travel & Tourism English Literature P.E. Business Studies Additional English

Key Stage 5 Options

Outside of our option blocks, all students have lessons in Moral Education in line with Ministry of Education (MOE) requirements. For general fitness, all students will have one lesson of Physical Education per week. All Muslim students attend Arabic and Islamic Studies lessons.

Year 12 Option Blocks

Block 1	Block 2	Block 3	Block 4
Maths G. Perspectives Psychology Physics BTEC Media BTEC Study	Biology Chemistry Business Studies Economics Computer Science BTEC IT BTEC Study	Biology Chemistry ICT English Literature Accounting BTEC Travel BTEC Study	Maths Physics Art French Business Studies Psychology BTEC Sport BTEC Business BTEC Study

Year 13 Option Blocks

Block 1	Block 2	Block 3	Block 4
Maths G. Perspectives Psychology Physics BTEC Media BTEC Study	Biology Chemistry Business Studies Economics Computer Science BTEC IT BTEC Study	Biology Chemistry ICT English Literature Accounting BTEC Travel BTEC Study	Maths Physics Art French Business Studies Psychology BTEC Sport BTEC Business BTEC Study

Ministry of Education Subjects

A key focus in our curriculum is Arabic, Islamic Education, UAE Social Studies and Moral Education (MSC). All requirements from the KHDA must be strictly adhered to with all students embracing the language and culture. Social Studies and Moral curriculum align with our PSHE curriculum, allowing the Emirati and world culture to be explored through learning enquiry themes.

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5. Curriculum Mapping

Each department in the school is expected to map and track the curriculum as it pertains to their subject. The Vice-Principal in charge of Curriculum issues a mapping document designed to record and present the curriculum for a particular subject as it relates to the context of WSD. The document is designed to:

- Act as a statement of what curriculum looks like in their subject – a vision / mission of ‘this is what Science looks like at WSD’
- Create an overview of the subject from FS to KS5 in order to provide a big picture of the subject and the interconnectedness of the subject from a whole-school perspective.

The Curriculum Map document is made up of six sections:

- Curriculum Overview, including a statement focused on the difference between understanding, knowledge and skills and why they are integral in the subject
- Five-year Curriculum Plan, including the student work that will be deep-marked – what is it, how will we do it and what will it look like?
- Assessment, including how formative and summative assessment is used in the subject, feedback, and the interwoven nature of the objectives, how a subject assesses and how it is mapped.
- Teaching and Learning, and how the teaching and learning policy is realised in practice in the subject
- Support including how groups of students are supported in the subject
- Resources

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6. Curriculum Coverage

Early Years Foundation Stage (EYFS)

Blended Learning focussing on the 7 key areas of learning for EYFS (Literacy, Mathematics, Understanding the World, Expressive Arts & Design, Communication and Language, Physical Development and Personal, Social & Emotional Development). A strong emphasis is placed on Phonics due to large number of EAL students.

Primary Phase

Table of coverage shown in minutes of learning per week:

Year-group	FS1	FS2	1	2	3	4	5	6
English			240	240	240	240	240	240
English reading			80	80	60	60	60	60
Maths			240	240	240	240	300	300
Mental Maths			60	60	60	60	40	40
Science			120	120	120	120	120	120
MSC			0	80	80	80	80	80
Humanities			40	40	40	40	40	40
Arabic	60	60	240	240	240	240	240	240
Islamic Studies/PSHE			120	120	120	120	80	80
PE	60	60	60	60	60	60	60	60
ICT			40	40	60	60	60	60
Assembly			20	20	40	40	20	20
ECA			40	40	40	40	40	40
SPAG			20	20	20	20	40	40
Handwriting			20	20	20	20	20	20
Phonics			140	60	0	0	0	0
Arts			40	40	40	40	60	60
Music	30	30	40	40	40	40	40	40
French			0	0	40	40	40	40
Afternoon Form Tutor Information Assembly			80	80	80	80	60	60
STEAM lesson	30	30						
			1640	1640	1640	1640	1640	1640

The Secondary Phase table can be found on the next page.

Secondary Phase

Table of coverage shown in minutes of learning per week:

Year-group	7	8	9	10	11	12	13
Assembly	55	55	55			55	55
MSC	55	55	55	55		55	55
Enrichment	55	55	55				
Arabic	220	165	165	165	165	165	165
Drama	55	55	55				
Art	55	55	55				
Computing	110	110	110				
English	220	275	220	220	165		
Sustainability	55	55	55				
Humanities	110	110	110				
Islamic	110	110	110	110	110	110	110
Maths	220	220	275	220	275		
MFL	110	110	110				
P.E.	110	110	110	55	55	55	55
Science	220	220	220				
Option A	0	0	0	110	165	330	330
Option B	0	0	0	165	165	330	330
Option C	0	0	0	165	165	330	330
Option D	0	0	0	165	165	330	330
Option E	0	0	0	165	165		
Option F	0	0	0	165	165		
	1760	1760	1760	1760	1760	1760	1760

NB: The table below shows how we are meeting the MSC requirements

Year Group	Minutes required	Lessons to deliver it	Notes
7-9	80	MSC Lessons + 1 integrated lesson	Form tutors will need to have one form time a week when students complete the textbook for the integrated lesson.
10	80	Form + XL (60 mins) Wellbeing (25 mins)	This will be completely run by form tutors. 1 extended learning every 4 weeks will be an assembly – if possible it can be linked to an MSC topic
11	40	Wellbeing (25 mins) + 1 Form Time (15 mins)	Form teachers will take full responsibility for the delivery.
12-13	40	1 MSC Lesson per week.	Form teachers will take full responsibility for the delivery.

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7. Responsibilities

The Executive Leadership Team will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of WSD and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of digital technology.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Senior Leadership Team annually, through monitoring of planning and timetables. All students are able to access the curriculum through effective and appropriately-resourced differentiated activities. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- The Curriculum is designed to reflect our local community and the opportunities within our local area. The curriculum will also ensure that all aspects of community cohesion are addressed.
- The procedures for assessment meet all legal requirements and students and their parents receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve.
- There is evidence of Literacy, Numeracy, Enterprise, Digital Learning and UAE Social Awareness during observations, learning walks, book looks and review of SoWs. This should be recorded using various proformas and copies kept as evidence.

Senior and Middle Leadership will ensure that:

- Termly audits will be carried out to record curriculum coverage and ensure continuity and progression for students across the school.
- The school curriculum is implemented in accordance with this policy.
- The subjects for which they have responsibility are led and managed effectively to enable successful delivery of the whole curriculum, using quality resources.
- Subject/Phase Leaders keep up to date with National Curriculum changes and ensure this is reflected in SoWs. It is important that reviews take place as we constantly look to improve what we teach alongside the way we teach it.
- Leaders of Literacy, Numeracy, Enterprise, Digital Learning and UAE Social Awareness should support other subject areas in ways in which they can embed other key areas into their subject. This should also be monitored with sharing of good practice taking place.

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8. Arrangements for Monitoring, Evaluation and Review (MER)

Tracking and Monitoring Student Outcome Data

The Senior Leadership Team will review termly reports and annual updates covering the following information:

- The standards reached by individuals, groups and cohorts in English, Maths, Science, Islamic and Arabic at Primary School
- The standards reached by individuals, groups and cohorts in all subjects in Secondary.
- The number of students for whom the curriculum was disapplied on Educational/SEN grounds:
 - the arrangements which were made
 - how students and parents were informed
 - how progress was monitored
 - the progress made by those students
- The evidence of the impact of the curriculum on achievement and enjoyment. This will include the opinion of students through the student council.
- The views of staff about the action required to improve achievement.
- The nature of any parental complaints.

Monitoring, Evaluation and Review of the Quality of Teaching

At WSD, we regularly conduct Monitoring, Evaluation and Review (MER) processes to ensure leaders and teachers are clear on what we are doing well, as well as what we need to improve further. At WSD, we use a range of different processes to conduct are MER, which are outlined below:

Process	Explanation	Grading System
Formal Lesson Observations	Each teacher will receive a minimum of 2 full lesson observations a year, which usually take place in the Autumn Term and the Summer Term.	KHDA Grading (Outstanding, Very Good, Good, Acceptable, Weak or Very Weak)
Formal Learning Walks	Middle Leaders and SLT will conduct at least 1 formal learning walk (maximum 25mins) a year, which usually takes place in the Spring Term.	WSD Expectations (Exceeding Expectations, Meeting Expectations, Working Towards Expectations or Significantly Below Expectations)
Teaching Principles Drop-Ins	Middle Leaders and SLT will conduct regular 'drop-ins' (approx. 1 period a week) that lasts no more than 7 minutes per drop-in, to review teaching practice against the WSD Teaching Principles.	No formal grading, only formative comments. If the observation gives cause for concern, this should be highlighted.
Book Scrutiny	Middle Leaders and SLT will conduct regular book scrutiny to quality assure the quality and quantity of student work, as well as ensuring our feedback policy is being followed.	Yes/No/Needs Development
Inclusive Drop-Ins	The Inclusion Department and SLT will conduct regular drop ins (at least once per week, lasting a maximum of 20mins) of lessons, that have a specific on inclusive education practices.	WSD Expectations (Exceeding Expectations, Meeting Expectations, Working Towards Expectations or Significantly Below Expectations)
Pastoral Learning Walks	Pastoral Leaders will conduct regular learning walks or registration time to ensure the pastoral systems of the school are being followed, including a focus on uniform, equipment, attendance and punctuality.	WSD Expectations (Exceeding Expectations, Meeting Expectations, Working Towards Expectations or Significantly Below Expectations)

Verbal feedback will be given to staff within 24 hours of any MER process, with the expectation that all MER processes will also be recorded on Lessons Learned within 24hours of the observation so that Middle and Senior Leaders can review patterns and trends for their teams.

In order to ensure MER takes place, a calendar will be produced to guide the MER processes. Each half-term, the Vice Principal with responsibilities for MER will produce a summary of the outcomes of MER across the school, to allow Middle and Senior Leaders to review what is going well, and what needs to improve further.

The school will use the results of our MER to help make accurate self-evaluation statements, as well as to guide future professional learning and development.

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9. The WSD 7Cs – Learning Through Competencies

It is our aim to provide a school that is a learning community where students not only learn the traditional three 'Rs' but are also immersed in opportunities to acquire the seven competencies or '7Cs' of tomorrow: Collaboration, Critical Thinking, Curiosity, Creativity, Communication, Consciousness and Confidence. Without the ability to be 'good learners', our students will not acquire the skills, concepts and attitudes they will require to enter a fast-changing world.

What is competency-based learning?

Competency-based learning begins by identifying specific competencies. The WSD competencies are firmly embedded into all aspects of the curriculum, providing all learners with the opportunity to develop mastery across each area.

We learn under and assess through seven main competencies:

Competency	Students are able to:
Collaboration	Effectively work with others whether in pairs or as part of a larger team. They collaborate in a positive and respectful manner that results in productive outcomes.
Critical Thinking	Apply classroom-based learning to real world context and make connections across areas of learning. They analyse results to form sound judgements as well as evaluate their work in order to identify possible improvements. Plans to achieve their goals are well thought out.
Curiosity	Engage in and take responsibility for their learning. They actively seek answers to the bigger questions of "how" and "why" to quench their thirst for knowledge. Enquiry skills are a strength and students are able to complete independent research both with and without the use of technology.
Creativity	Break away from convention as they explore ideas attributed to their unique way of thinking. Students are innovative and resourceful in their approach and are not afraid to take calculated risks. They are able to think outside the box while still meeting any design brief.
Communication	Communicate effectively with peers and adults alike. They use a wide range of interactive learning strategies, including role-play, peer teaching and presentations. In addition to being able to clearly express themselves, explain their work and articulate their ideas, students are also active listeners.
Consciousness	Demonstrate strong social awareness and possess the ability to make moral judgements which inform their decision making. Students are culturally aware and emotionally intelligent, showing appreciation and tolerance of the views of others, even when they differ from their own.
Confidence	Take risks in their learning while maintaining firm belief in their ability. They grasp opportunities to make decisions, take responsibility and lead wherever possible. Students thrive on challenge and have the mindset to keep going even when it's tough.

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10. Relationship to Other Policies

The school policy on the curriculum embraces WSD's aims and ethos, reflected in its policies and procedures. Key policies which are explicitly linked are:

- Safeguarding and Child Protection Policy
- Teaching & Learning Policy
- Assessment and Feedback Policy
- Health and Safety Policies
- Appraisal & Performance Management
- Inclusion Policy

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