

Curriculum Policy

Vision: Grow - Flourish - Achieve

Mission: Growing Flourishing Achievers through an innovative and sustainable learning environment that fosters academic excellence with holistic development.

1. Introduction

GEMS Founders School 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 full, and appreciate through study the wealth of human achievement. This policy at GFA is under-pinned by the School's vision statement.

GFA 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.

2. Purpose

The GFA curriculum will:

- Cover the National Curriculum for England according to the statutory requirements in
 - FS – EYFS
 - KS1 & KS2 – National Curriculum for England
 - KS3 – National Curriculum for England
- Delivering Arabic and Islamic Education as required by Ministry of Education
- Seek to offer appropriate experiences beyond the statutory requirement which reflect the broader curriculum
- 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
- Allow pupils to acquire and develop skills in speaking, listening, literacy and numeracy
- Incorporate regular assessment and reporting as detailed separately in other school policies.
- 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

3. 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



Breadth

Breadth will allow pupils to have contact with different elements of learning 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 each area of learning and experience appropriate attention. Local, regional and international comparisons will be made in discussions concerning the best balance across the curriculum.

Coherence

Coherence will be achieved through planning and discussion, with schemes of work for all courses at all levels documented in advance. Monitoring activities aim to consider individual pupil progress over the whole curriculum.

Relevance will be achieved:

- Through recognition of previous learning, with clear records maintained of work completed and standards achieved;
- Through planned progression;

The different needs of students will be achieved:

- Through detailed and appropriate planning and discussion on children's individual needs;
- Through teaching style and method;
- Through regular assessments.

Curriculum planning will take place throughout the year. Every effort will be made to match the resources of the school to the needs of its pupils, though it is accepted as inevitable that issues relating to viability may compromise curriculum ideals.

4. Legislation and Guidance

This policy reflects the requirements of the National Curriculum Programmes of Study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the ADEK Inclusion Policy and refers to curriculum-related expectations of governing boards set out in ADEK, the UAE School Inspection Framework and the Ministry of Education.

5. Inclusion

Teachers at GFA 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.

6. Personal, Social & Health Education (PSHE) & 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 through the prescribed areas of interaction. These principles are further underpinned through the teaching of Social, Cultural and Moral Studies from Year 2 onwards.

7. Languages

A range of languages are taught at GEMS Founders School:

Arabic A (Native Speakers)

Arabic B (Non-Native Speakers)

French – Year 4 to Year 9

8. The British Values

We embed the British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs into our provision. These values are explicitly taught through Personal, Social, Health, and Emotional (PSHE) education, Moral Education/MSCE, assemblies, Class Focus Time, and cross-curricular links.

Students engage in activities that promote active participation in decision-making, understanding societal rules, and celebrating diversity. This comprehensive approach ensures that students develop into respectful, responsible citizens aligned with British society. Equity, Enrichment and Extension.

We offer a range of enrichment opportunities, supportive courses and enhancements that extend and enrich learning beyond the classroom. This includes but are not limited to:

English Language Learners: Flash Academy Intervention sessions to develop speaking, reading, and writing of the English language, aimed at students new to English.

Extra-Curricular Curriculum: From visual arts to entrepreneurship, these activities allow students to discover and develop their talents.

Conventions and Competitions: Participation in academic, cultural, and sporting events fosters confidence, teamwork, and excellence.

Leadership Projects: Programs such as class representatives, peer mentoring, and community service develop leadership skills and a sense of responsibility.

9. 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.



10. Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School Masdar City teaching staff and leadership teams for implementation.

- Monitoring Arrangements Coverage of National Curriculum subjects and compliance with the Ministry of Education is monitored through:
- A continuous curriculum review cycle by both middle and senior leaders
- Carry out an annual audit of the curriculum
- Internal and external data analysis
- Monitor planning at all levels – i.e. a curriculum map, schemes of work, units of work
- Carry out learning walks to evaluate progress in subjects and skills across the school.
- Observe lessons to determine teacher skills, knowledge and the strategies used to promote pupils' interest and enthusiasm and meet the needs of different learners
- Scrutinise pupils' workbooks and classroom displays to determine productivity and standards of attainment.
- Analyse internal and external assessment and tracking data to measure progress of individuals
- Compare practices and standards with similar schools.

11. Links with other Policies

This policy links to the following policies:

- Assessment Policy
- Inclusion Policy
- Gifted and Talented Policy
- Teaching and Learning Policy

Signed
Principal/CEO

Date 12 August 2025

Next policy review date:
10 August 2026