

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 – Masdar City (GFA) provides a broad, balanced and inclusive British curriculum that supports each student in achieving their full academic and personal potential. Our curriculum ensures access to high-quality learning experiences, rich cultural understanding, and opportunities for character development consistent with UAE values and international standards.

GFA offers a caring, diverse, international environment in which every student is inspired to become a lifelong learner, critical thinker, and responsible global citizen. This policy outlines our curriculum aims, structures, design principles, and implementation in complete alignment with the ADEK School Curriculum Policy.

2. Purpose of the Curriculum

The GFA curriculum aims to:

- Deliver the National Curriculum for England across all phases (EYFS–KS3)
- Meet all statutory requirements of ADEK and the UAE Ministry of Education (MoE)
- Foster intellectual, social, emotional, and physical development
- Support learning pathways enabling students to access post-16 options, university pathways, and global opportunities
- Integrate UAE National Identity, Arabic language development, social cohesion, and cultural appreciation
- Provide opportunities beyond statutory requirements, including enrichment, innovation, and cross-curricular experiences
- Embed continuous assessment, intervention, and reporting systems

3. Curriculum Structure at GFA

Phase	Age	Year Groups	Curriculum
EYFS	3–5	FS1 & FS2	Early Years Foundation Stage
KS1	5–7	Year 1 & 2	National Curriculum for England
KS2	7–11	Years 3–6	National Curriculum for England
KS3	11–14	Years 7–9	National Curriculum for England

4. Curriculum Principles



GFA ensures that its curriculum embodies:

4.1 Breadth

- Students learn across a wide range of domains — aesthetic, creative, social, linguistic, mathematical, scientific, moral, and technological.

4.2 Balance

- All subjects receive appropriate time allocation, ensuring equitable holistic learning.

4.3 Coherence

- Planning across the school ensures continuity and logical connections within and between subjects.

4.4 Progression

- Learning builds systematically on prior knowledge through a spiral curriculum, ensuring higher levels of mastery over time.

4.5 Relevance

- Learning is meaningful and connected to students' experiences in the UAE and wider world.

4.6 Differentiation and Inclusion

- Curriculum planning accounts for diverse learning needs, including:
- Students with Additional Learning Needs
- Gifted and Talented students
- English Language Learners (EAL)
- Multilingual learners

In alignment with the Inclusion and Multilingual Policies.

5. Curriculum Requirements

GFA adheres to the following:

5.1 Curriculum Compliance

The curriculum is fully approved by ADEK and meets MoE subject requirements.

5.2 Provision of Curricular Choices

Enrichment, elective-type activities, and extension opportunities are provided.

5.3 Pathways Toward Qualifications

Key Stage 4 preparation (Years 7–9) includes:

Foundation skills for IGCSE and international examinations.

Structured progression to ensure readiness for future qualifications.

6. Curriculum Design and Implementation

GFA's curriculum design includes:

6.1 Vertical and Horizontal Alignment

Yearly Overviews, Curriculum Maps, and Unit Plan documents for every subject ensure consistent progression across phases.

6.2 Units of Instruction

- Each unit includes:
- Learning outcomes
- Key concepts and vocabulary
- Cross-curricular and UAE links
- Differentiation and accommodations



6.3 Learning Resources

Managed by a formal Resource Selection Committee.

All materials are vetted according to ADEK Cultural Consideration Policy.

6.4 Monitoring and Evaluation

Leaders regularly review:

Planned, taught, and assessed curriculum.

Curriculum impact on attainment, progress, and wellbeing.

7. Integration of UAE National Priorities

GFA integrates UAE identity and culture across the curriculum through:

MoE Arabic A, Arabic B, Islamic Education, UAE Social Studies, and Moral Education

Cultural celebrations, heritage units, national identity themes, and community partnerships

Lessons that promote respect for UAE values and traditions.

8. Cross-Curricular Links and Interdisciplinary Learning

Planned cross-curricular links ensure that learning is:

Meaningful

Creative

Connected

Aligned to shared themes and essential skills

Examples include:

Project-based learning

Literacy across the curriculum

UAE cultural integration

Sustainability-driven thematic units

9. Future-Ready Skills Development

In line with ADEK GFA embeds:

Collaboration and teamwork

Communication skills

Problem solving and critical thinking

Creativity and innovation

Digital fluency

AI literacy

Financial literacy

Global citizenship

Leadership and enterprise

These skills are explicitly planned and assessed across subjects and enrichment programs.

10. Sustainability Integration

GFA integrates sustainability principles across subjects supporting:

UN Sustainable Development Goals

Abu Dhabi Environmental Agency initiatives

Food Safety Authority and Department of Energy priorities



Students participate in:
Eco-club projects
Recycling initiatives
Competitions and events related to sustainability
Community sustainability campaigns

11. Enrichment, Extension and Extracurricular Activities

GFA provides rich learning beyond the classroom, including:
Academic, cultural, sporting, artistic, and philanthropic activities
Robotics, coding, and design challenges
National and international competitions
Leadership pathways (e.g., House Captains, student council)
English language interventions and Flash Academy resources
These enhance skills, confidence, teamwork, and identity formation.

12. 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/MSc, 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.

13. Inclusion and MoE Subject Requirements

GFA ensures:

No student is exempt from MoE subjects

Minimum instructional time requirements for MoE subjects are met

Curriculum adaptations support all learners

Accommodations reflect “normal ways of working”

Multilingual learners receive tailored support



14. Roles and Responsibilities

Senior Leadership Team:

Ensure curriculum meets ADEK, MoE, and school requirements

Monitor quality of planning, teaching, assessment, and impact

Middle Leaders

Lead curriculum development and implementation

Oversee alignment, resources, and data-driven planning

Teachers

Deliver high-quality lessons aligned to curriculum standards

Plan engaging and inclusive units

Use assessment to personalise learning

15. Monitoring and Review

Curriculum effectiveness is ensured through:

Annual curriculum audit

Learning walks, lesson observations, and book scrutiny

Analysis of internal and external assessment data

Review of curriculum maps, subject overviews and unit plans

Parent, teacher, and student feedback

16. Links to Other Policies

This policy is aligned with:

Assessment Policy

Inclusion Policy

Teaching and Learning Policy

Gifted and Talented Policy

Wellbeing Policy

Cultural Consideration Policy

Extracurricular Activities Policy

Signed
Principal/CEO

Date 12 August 2025

Next policy review date:
10 August 2026