



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة

Curriculum Policy

United School International

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United School International

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Curriculum Policy

Vision

To prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion.

Mission

To provide a safe, nurturing learning environment where everyone is valued and respected. We will create ambitious learning opportunities for students that will help them develop the knowledge, critical thinking skills, and character necessary to succeed through a first-class British education.

Aim

We aim to ensure that all USI students recognise that hard work, resilience, and commitment are the key factors of success. We will also aim to establish a culture of proactive pastoral care which will focus on their mental and physical wellbeing.

Aims

Students will be happy, safe, and challenged in their learning.

The curriculum is aligned to the school's and the Group's guiding statements.

At the USI, we aim to be a vibrant and challenging school that opens the minds and hearts of our students. Our objective is to guide and encourage our students to develop and progress academically, pastorally, and communally, enabling them to take their place in society as responsible global citizens.

Every student is encouraged to strive for excellence whether that is in mathematics, languages, science, sport or the performing and creative arts. Our students begin by following the EYFS, leading into a curriculum which is *based* on the English National Curriculum at Key Stages 1, 2, 3, 4 and 5/A Levels).

The curriculum aims to provide all students with experience in the following areas of learning.

Linguistics—This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading, and writing.

Mathematical—This area helps students make calculations, understand and appreciate relationships and patterns in number and space, and develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in various ways, including practical activity, exploration, and discussion.

Scientific - This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological – These skills can include using information and communication technology (ICT), developing, planning, and communicating ideas, working with tools, equipment, materials, and components to produce high-quality products, and evaluating processes and products.

Human and social - This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions.

Physical - This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative - This area is concerned with the processes of making, composing, and inventing. While all subjects have aesthetic and creative aspects, some make a particularly strong contribution, including art, music, dance, drama, and the study of literature, because they call for personal, imaginative, and often practical responses.

Underlying Principles of the Curriculum

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students.

- All students are entitled to and should be offered a comparable range of educational opportunities.
- There are differences in the abilities, aptitudes, interests and other characteristics of students which need to be considered.
- The learning environment and teaching methodology are important factors in determining whether some of the aims are achievable.
- Most students are mastering at once the English language medium of the curriculum as well as its content. Assessment, support, and awareness of EAL/ ESL needs are addressed throughout the phases.
- The curriculum promotes the development of global citizenship and intercultural learning.
- The curriculum promotes the development of digital citizenship.
- Co-curricular activities such as school productions, fund-raising activities and field trips all contribute to the overarching learning experience.

The curriculum shall encourage students to:

- Apply skills, knowledge and understanding.
- Use an exploratory approach to problem-solving.
- Have confidence in their ability to solve problems.
- Undertake individual projects and work as part of a team.
- Develop oral and practical skills.
- Share specific examples of their intercultural learning.

Individual Education Plans (IEPs)/ Education, Health and Care (EHC) Plans may be devised for selected students (as recommended by the SENDCO, Heads of Department, Heads of Primary/ Secondary. They should have input from Class teacher/Tutor/ Form teachers, the SENDCO and LS staff, the student and parents/guardians. The SENDCO will ensure with admissions, discipline

and other procedures (school trips, examinations etc) take account of students' learning difficulties or disabilities. These need to be reviewed on a regular basis.

PSHE is embedded at Key Stages 1 and 2 and taught discretely at Key Stage 3. Speaking and listening is taught discretely at Key Stage 3 and embedded into English at IGCSE and A Level.

In each Key Stage there are adapted, and formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and healthy relationship behaviour.

At IGCSE, the curriculum content for each syllabus is designed to meet the syllabus's aims and objectives. Careers guidance is provided through discrete lessons in Years 7, 8 & 9 and included in the Tutorial programme in Key Stage 5, where our students are prepared for AS/ A Level examinations.

All lessons, except for Arabic, Islamic Education, French and Spanish, are delivered in English.

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. Long-term planning is shared with parents in the form of Curriculum maps, which are available on the school website and are reviewed regularly.

While there is not a definitive format for medium-term plans, they are expected to have the following information:

- lesson objectives.
- links to specific curriculum
- assessment opportunities
- health and safety

Medium Term Planning

- Should broadly use the English National Curriculum objectives across Key Stages 1, 2 and 3 IGCSE should be included on plans for Key Stage 4 and 5
- Newsletters are published on the school website approximately every week.
- Creativity and cross-curricular planning is encouraged.
- Links to internationalism, interculturalism and global citizenship.

Curriculum Transition and Collaboration

SLT meets termly to discuss and review curriculum matters. Termly Heads of Department/ Coordinator meetings (Primary and Secondary) allow for vertical/ horizontal articulation, work scrutiny and sharing of good practice.

Role and Responsibilities

Teachers

- All teachers use learning objectives/outcomes from the syllabus/curriculum being delivered to meet the individual needs of students.
- All teachers are expected to have good subject and curriculum knowledge.

- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice.
- All teachers liaise with Heads of Departments/ Coordinators to ensure equality of delivery of curriculum.

Heads of Departments (HoD) /Subject Co-ordinators (this should reflect key responsibilities provided in the job description)

- The HoD is responsible for monitoring the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area.
- The HoD is responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short-term planning through lesson objectives.
- The HoD is responsible for communication to parents regarding curriculum content.
- The HoD is responsible for vertical articulation in their subject area.

Deputy Heads/Assistant Heads/ Academic Co-ordinators

- Deputy Heads/ Co-ordinators liaise with Heads of Department
- Deputy Heads/ Co-ordinators provide intervention and support for staff and students.
- Deputy Heads/ Co-ordinators are responsible for tracking student progress across subject areas.
- Deputy Heads/ Co-ordinators arrange moderation and standardisation across subjects.

Head of Primary/ Secondary (HoP/ HoS)

- The HoP/ HoS is responsible for ensuring appropriate curriculum coverage for all subjects.
- The HoP/ HoS is responsible for the publication of curriculum maps and newsletters.
- The HoP/ HoS provides support for Heads of Departments/ Subject Co-ordinators
- The HoP/ HoS provides support for Deputy Head/ Academic Co-ordinators

Principal

- Lead the establishment of a fulfilling curriculum, timetabling, and co-curricular programme, which supports the vision and mission of the School.
- Overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students.
- Monitor and evaluate the quality of teaching and learning through varied observation activities, leading teaching and learning planning, assessment and evaluation.
- Analyse student performance data, including benchmarks, and implement action to ensure all students are making good to outstanding progress.

Differentiation

Teachers create learning opportunities which challenge students to achieve their potential. Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual student's needs and abilities. Outcomes from assessment of/for learning enable teachers to set targets which reflect individual students' skills, abilities and potential. Students are given tasks which are appropriate to their level of ability, including higher attaining students.

To encourage all students to demonstrate what they can do, understand and achieve, teachers should differentiate the curriculum according to individual needs.

Teachers liaise with SENDCO for *assistance* with strategies and guidance in curriculum planning. Intervention is provided where required to meet the needs of students. EAL/ ESL intervention is in place for students across both Primary and Secondary in small groups and on an individual basis.

Community Links/ Partnerships

Our community celebrates the cultural interaction between traditional British educational values and modern Qatari life. Our teachers make a positive contribution to the local and wider community through involvement in the Arts, sports and cultural activities. The school actively seeks to establish partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Monitoring and Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in Curriculum arrangements will be remedied without delay.

This policy will be reviewed by The Executive Principal.

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