



# DOHA ENGLISH SPEAKING SCHOOL

Learning Together • High Expectations • Celebrating Success

School Faculty - March 2017

## CURRICULUM POLICY

### Introduction

The curriculum is all the planned activities which we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum and Early Years Curriculum (<https://www.gov.uk/early-years-foundation-stage>) but also the curriculum guarantees we develop the independence and responsibility of all of our pupils. Our Curriculum can be found in our Long, Medium and Short term planning. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

### Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve. These are the core values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual children, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### Aims

The aims of our curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- To develop pupils' resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to contribute positively within a culturally diverse society.

- To enable all children to have respect for themselves and others and work co-operatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;
- To deliver a curriculum that encourages respect for the environment and society.

At DESS we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered at DESS, the children will, at a level appropriate to their age and ability, be able to be:

**Successful** – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

**Confident** – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organizational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

**Responsible** – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to appreciate diversity;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.

**Organisation and Planning**

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self motivated learners, who can engage with and solve challenges innovatively. We agree a long term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on an annual basis. Our medium term plans give clear guidance on the skills that we are developing within each topic.

**Assessment**

DESS considers accurate and focused assessment as the cornerstone of high quality

teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, as learners, ensuring high levels of expectation. Our whole school approach is focused on assessment for learning and pupils progress is evaluated by meeting, not meeting or mastering key learning objectives against national end of year expectations.

### **Assessing Pupil Progress in the Foundation Stage**

During the Early Years our teachers record the skills of the pupils. The Development Matters Guidance and Early Learning Goals (<https://www.gov.uk/early-years-foundation-stage>) are used to assess children's progress during the year.

### **The Role of the Curriculum Leader**

The role of the Curriculum Leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

### **The Role of the Subject Leader**

Within the school's organisation there are Subject Leaders who take on the responsibility for leading on a subject area. It is the role of Subject Leader to:

- Keep up to date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and Early Years Curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

### **Curriculum Monitoring and Review**

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum. The Senior Management team and subject leaders monitor lesson plans, moderate pupil work, conduct learning walks in order to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Delegated subject link governors liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject.