

Review Date: August 2022 (annually)

Review Officer: SLT

Curriculum Policy and Educational Plan Policy

Rationale

Curriculum policy serves to establish clear expectations for what students should learn and be able to do at each stage of their education, and it provides guidance for teachers and administrators in designing instructional programs and assessments that align with these expectations.

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage One.

Procedures

This policy reflects the requirements of the National Curriculum programmes of study. The RGSGQ is a selective school and as such, does not currently have SEN and EAL departments. Provision is offered to cater for current students' needs based on current staff expertise.

All lessons are created with respect and consideration given to local environment and culture. Curriculum enhancement days and weeks contribute towards the diverse and rich curriculum we provide here at the RGSGQ.

Curriculum information

Early Years

For our youngest pupils, the Early Years Foundation Stage (EYFS) curriculum is followed. Curriculum planning uses Outcomes and Early Learning Goals from the EYFS framework, which includes seven prime and specific areas of learning and the Characteristics of Effective Learning.

At The RGSGQ, the EYFS curriculum is designed to foster independent, curious and happy learners. FS1 and FS2 work closely together to ensure a smooth transition throughout the Foundation Stage. Timetables are thoroughly structured to provide a balance between teacher-led and child-initiated activities. The learning environment is carefully tailored to meet the children's needs through continuous and enhanced provision, while also following their individual interests. The characteristics of effective learning are embedded in all areas and are reflected in our observations and assessments. Children are introduced to various aspects of learning through themes, which are adjusted in their interests, or the class focus shift in a different direction.

Key Stage 1 and 2

In Key Stage 1 and 2, the RGSGQ adopts a combination of discrete and cross-curricular planning. Much of the learning is delivered through topics and themes. A cross-curricular and thematic approach to teaching and learning enables pupils to apply their knowledge in a range of contexts. Children are enabled to make strong links between subjects and view learning as connected, relevant and purposeful. The curriculum in Key Stage 1 remains broad and balanced in order to capture the interests of pupils and stimulate their creativity.

Mathematics is taught based on the 'Mathematics Programmes of Study: Key Stage 1 and 2'. The White Rose CPA approach is utilised with a focus on problem solving and reasoning. As with Mathematics, Science is also taught using the White Rose Hub. English is taught based on the 'English Programmes of Study: Key Stage 1 and 2'. Planning is structured in such a way as to enable skill building and progress over time by following the Talk for Writing framework and use the Talk for Writing progression map to ensure appropriate curriculum coverage across the two key stages.

Key Stage 3

In Key Stage 3, pupils continue to benefit from a broad and balanced curriculum, based on the National Curriculum for England. It includes English, Mathematics, Science, History, Geography, Design & Technology, Music, Physical Education, Information Communication Technology, Art, and Modern Foreign Languages (Arabic, French and Spanish).

The combination of breadth and depth of study is at the heart of the school's philosophy, ensuring that pupils are exposed to wide academic opportunities and challenges before making key decisions when selecting their I/GCSE and, two years later, International A-Level options. This breadth of study means that no long-term university or career plans are closed at this early stage of Senior School.

Key Stage 4

In Key Stage 4, pupils study International GCSEs and/or GCSEs. The compulsory subjects are English Language, Mathematics and at least 1 Science (either Biology, Chemistry or Physics). Option subjects on offer are: Design & Technology, Information Communication Technology, Computer Science, Business, Art & Design, Physical Education, Psychology, History and Geography.

Key Stage 5

In Key Stage 5, pupils study International AS Level in Year 12 (and once open, International A2 Levels in Year 13). The subjects currently offered are: English Literature, Mathematics, Biology, Chemistry, Physics, Business and Arabic.

Local requirements

In accordance with the Ministry of Education regulations, pupils of Arab nationalities are taught Arabic First Language (4 lessons a week at least). Pupils of Islamic faith are taught Islamic Studies (in Arabic or English language, 2 lessons a week at least). All students are taught Qatari History in English (1 lesson a week at least). Teaching in these subjects follows the requirements of this policy.

Spiritual, moral, social and cultural development of pupils

The school caters for the whole child with the pupil's spiritual, moral, social and cultural development given as high priority as academic progress and achievement. Pupils are supported to become confident, independent learners through a comprehensive PSHE curriculum. This includes learning about the school values and 6 learning habits, taken directly from The RGS Guildford, UK Values and Learning. Pupil leadership opportunities are provided through School Council and House Captains, giving the pupils an active voice within their school.

Values

The RGSQG Values, which are taken directly from the RGS Guildford, UK Values, are at the heart of school life and are visibly and widely displayed in the buildings. The RGSQG Values are in line with British Values.

The RGSQG Values are:

- Inclusivity
- Integrity
- Courage
- Collaboration
- Respect
- Scholarship

Inclusion

Teachers set high expectations for all pupils. Appropriate differentiation and assessment will be employed to plan challenging and appropriate tasks for all groups, including:

- More able pupils,
- Pupils with low prior attainment,
- Pupils with diagnosed or suspected SEND,
- EAL learners (English as an Additional Language).

Teachers will endeavour to plan lessons to minimize barriers to learning and maximise learning opportunities.

Monitoring

SLT and ML monitor coverage of National Curriculum subjects and compliance with other local requirements through:

- regular planning and book monitoring, and providing feedback,
- speaking to pupils about their lessons,
- ensuring Phase Leaders/ Year Leaders are monitoring planning for compliance, and
- leading staff meetings/PD sessions.