



# The Oxford School

## Curriculum Policy

The Oxford School is committed to providing a coherent, balanced and challenging curriculum that empowers students to meet life's challenges as balanced, confident global citizens. It comprises of all the planned activities and experiences which the school provides to help students to learn.

### **Aims**

The aims of our curriculum are to provide:

- equal opportunities for all students regardless of gender, aptitude or cultural background;
- a broad and balanced entitlement to all students;
- development tools for positive personal and social values;
- a variety of activities which bring about effective learning and appropriate challenges for all students
- continuity and progression from the point of entry in school
- develops skills for learning, skills for life and skills for work,
- prepares young people for the challenges and issues that face today's world

### **Curriculum Structure**

The curriculum is planned in a coherent manner ensuring it meets legal requirements, and embraces cross-curricular themes (including careers education and guidance, citizenship, economic and civic understanding, environmental and health education) and cross-curricular skills, in particular those of literacy, numeracy and ICT.

The development of students' personal and social skills and their spiritual and cultural development is addressed specifically through the Islamic Education, Value Education programme and moral education program.

The curriculum is personalized to meet the needs of students with Special Educational needs as well as for gifted and talented students.

The importance of developing ICT, literacy and numeracy is recognised by the allocation of definite lesson time at all levels and a continuing emphasis on the further development of these skills across the whole curriculum.

- ❖ At Foundation Stage 2, we follow the Early Years Foundation Stage Programme.
- ❖ At Years 1 to 6, we follow the Cambridge Primary programme with guidance from Key Stages 1 and 2 of the British National Curriculum



# The Oxford School

- ❖ At Years 7 to 8, we follow Cambridge Secondary Programme with guidance from Key Stage 3 of British National Curriculum, comprising of timetabled lessons in Arabic, Islamic education, English, Maths, Science, MFL, Geography, History, U.A.E, Computing, Social Studies, Value Education, moral education Art and PE.

Together these subjects broadly contribute to student learning in the following ways:

- ✓ aesthetic
- ✓ creative
- ✓ expressive
- ✓ linguistic
- ✓ literacy
- ✓ mathematical
- ✓ spatial
- ✓ physical
- ✓ recreational
- ✓ scientific
- ✓ technological
- ✓ social
- ✓ environmental

- ❖ Year 9 to 11 follow the Cambridge International Examinations IGCSE programme where they study a broad core of subjects. In addition they are able to express a limited preference for further subjects to support their individual interests and aspirations.

The core subjects are:

- English
- Mathematics
- ICT
- Environmental Management

They have to choose four subjects from the following list:

- Physics
- Chemistry
- Biology
- Economics
- Accounting
- Business Studies
- French
- Urdu



# The Oxford School

- Art & Design
- Travel & Tourism
- Psychology
- Enterprise

These options are reviewed yearly.

❖ Year 12 and 13 study the CIE AS and A levels programme where the students choose three or four subjects from the following list:

- Applied ICT
- Mathematics
- Physics
- Chemistry
- Biology
- Economics
- Accounting
- Business Studies
- Travel & Tourism
- English Language
- Psychology

## Curriculum Time

The taught school week comprises 50 minute periods. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Science reflecting the importance of these subjects for all students and the development of vital basic skills.

A table of curriculum time allocations can be found below for Key Stage 1 to 3:

Subjects	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
English	6	6	6	6	6	6	6	6
Maths	6	6	6	6	6	6	6	6
Science	4	4	4	4	4	4	4	4
Arabic / Adv Arabic	5	5	4	4	4	4	4	4
Islamic Education ( AR & REG) + Quran OR Value Education	3	3	3	3	3	3	3	3



# The Oxford School

Humanities	1	2	2	2	2	2	1	1
U.A.E Social Studies	2	2	2	2	2	2	2	2
ICT	2	2	2	2	2	2	3	3
Library	1	1	1	1	1	1	1	1
PE	2	2	1	1	1	1	1	1
Art	1	1	1	1	1	1	1	1
MFL	0	0	2	2	2	2	2	2
Moral Education	1	1	1	1	1	1	1	1
Drama and Music	1	1	0	0	0	0	0	0
<b>TOTAL</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>

## Year 9 and 10

Subjects	Y9	Y10
English 2 <sup>nd</sup> Lang / First Lang English	4	3
Maths	5	4
ICT	2	3
Environmental Management	2	2
Arabic / Adv Arabic	4	4
Islamic Education / Value Education	2	2
Physics / Business Std/Psychology	4	3
Chemistry / Accounting/Geog	3	4
Biology / Economics/Travel & Tourism	3	4
Enterprise/French / Urdu / Art & Design / Arabic	3	3
PE	1	1
U.A.E.E Social Studies	1	1
Moral Education	1	1
<b>Total</b>	<b>35</b>	<b>35</b>

## Year 11

Subjects	Y11
English 2 <sup>nd</sup> Lang / First Lang English	4
Maths	4
ICT	3
Arabic / Adv Arabic	4
Islamic Education / Value Education	2
Physics / Business Std/Psychology	4
Chemistry / Accounting/Geo	4
Biology / Economics/Travel & Tourism	3
Art & Design/French / Urdu / ENT	3
PE	1



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Career Counselling	3
Environment Management	3
U.A.E Studies	0
Moral Education	0
<b>Total</b>	<b>35</b>

<b>Subjects</b>	<b>Y12</b>	<b>Y13</b>
English/Maths	7	9
Arabic / Adv Arabic	3	0
Islamic Education / Value Education	2	0
Physics / Business Std/Psychology	7	8
Chemistry / Accounting	7	8
Biology / Economics/AICT	7	8
PE	1	1
Career Counselling	1	1
<b>Total</b>	<b>35</b>	<b>35</b>

## Year 12

- 8 Periods of 50 minutes per subject
- 1 periods each of Career Counselling
- 1 period of PE
- 3 Periods of Arabic
- 2 Periods of Islamic Education

## Year 13

- 9 Periods of 50 minutes per subject
- 1 periods each of Career Counselling
- 1period of PE

## DIFFERENTIATION



Refer Differentiation policy

## **TEACHING AND LEARNING**

Refer Teaching and Learning Policy

### **Assessing students' progress**

It is vital for assessment to underpin everything that is delivered in the curriculum. Assessment will be both formative and summative and will be shared with learners at every stage. Accurate assessment not only enables teachers to select what they are going to teach and the appropriate level but enables learners to understand what they need to do to improve and achieve their goals and to improve their self-esteem.

All learners will take part in an induction programme which will include base lining in all the subjects in the beginning of each unit. In addition the induction programme will look at learner attendance and social, emotional and behavioral indicators. The results of the induction programme will inform the first set of targets per unit.

All learners will take part in regular target setting with learning managers. Teachers will formally assess pupil progress thrice in a year and use the results of this to formulate the next set of targets. Wherever possible learners will be encouraged to aim to make progress during a year.

### **In Order to Deliver Our Curriculum We Will:**

- ✚ Insist on the provision of high quality, accurate data analysis.
- ✚ Secure the involvement and commitment of learning managers and parents to support the learner
- ✚ Build respectful, trusting relationships with learners and their families
- ✚ Implement continuous improvement strategies in order to
  - Engage with learners
  - Implement extension and enrichment activities including homework
  - Prepare our learners to participate in life-long learning
  - Up skill our team through CPD sessions
  - Measure our performance against previous key indicators



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- ✚ Take responsibility for the delivery of high quality learning outcomes,

## Personal and social development

Create a teaching and learning environment in which

- Expectations are high
- Learners feel safe and valued
- Our workforce is valued
- The safety and well-being of the learner is paramount and informs all our procedures

## MANAGEMENT, MONITORING AND EVALUATION

Overall responsibility for the curriculum at The Oxford School rests with the Senior Leadership Team. The SLT members are responsible for day-to-day decisions about the management of the curriculum of the school. The Senior Management Team (SMT), comprising of Section Heads, Subject Leaders, Coordinators also are accountable for teaching and learning opportunities provided as well as the attainment and progress of students within their areas of responsibility.

One of the key strengths of the management structure is that it is built around the needs of young people. To ensure that there is an effective personal support, every student is 'looked after' by someone called their class teacher. Each young person is in a class of no more than twenty six to thirty and the pastoral care of the group is managed by their Class Teacher. The Class Teacher knows every young person in their class well, is on hand to offer guidance and advice, and can give support when required. A vitally important part of this role is to encourage all young people to achieve their maximum potential in terms of personal and academic achievement. They meet each morning for registration and develops a strong relationship with their class. They are responsible for providing pastoral support for these young people.

There are also subject teachers who have responsibility for providing support to young people with greater needs. This includes a SENCO and special education Teachers for staged interventions.

## Parental Involvement

To establish this transformational change, it is essential that one of the key partners, parents, are involved at all stages. Parents were consulted, through surveys parent forums Coffee Mornings as well as individual interviews. Each year there are events to raise awareness and orientation sessions.



# The Oxford School

There has been a parents' workshops on different topics to illustrate what it is like to be a learner in Oxford. The Principal publishes a newsletter for parents called 'the Oxford Front' which gives a brief on educational matters with the key focus on all activities that students are involved in. The school is always keen to receive feedback from parents.

This policy is to be read in conjunction with these further policies:

- Teaching and Learning Policy
- Assessment policy
- Marking Policy
- Homework Policy
- SEND Policy
- Differentiation Policy

In order to progress, the above should be underpinned by adherence to Attendance, and Behaviour Policies and communicated to all members of the learning partnership formed between the school, Teachers and Parents/Carers.

This Policy is reviewed by the Senior Management Team. It will be next reviewed in August 2019.