



The Oxford School, Dubai

مدرسة أكسفورد ، دبي

CURRICULUM POLICY

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

Curriculum Aims

Our curriculum aims 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,
- prepare 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 explicitly addressed through the Islamic Education, Value Education/Life skills 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 allocation of definite recognizes the importance of developing ICT, literacy and numeracy 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.



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- ❖ At Years 1 to 6, we follow the Cambridge Primary programme with guidance from Key Stages 1 and 2 of the British National Curriculum comprising of timetabled lessons in for 1 to 6 in English, Maths, Science, Humanities, Computing, Clubs, Art and PE, Music. GH,BK & French/Urdu (Year 3 to 6).For 2 to 6 in Arabic, Islamic education, UAE Social Studies, Moral Education, Life Skill (non-Islamic). Well-being is now not only done as a part of academics but also as stand-alone.
- ❖ 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, French/Urdu, Geography, History, UAE Social Studies, Computing, 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 with guidance from Key Stage 4 of the British National Curriculum, where they study a broad core of subjects. Besides, they can express a limited preference for different subjects to support their interests and aspirations.

The core subjects are:

- English
- Mathematics
- ICT
- Geography for year 9 and 10 and Environmental Management for Year 11



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They have to choose four subjects from the following list (these options are reviewed yearly)

- Physics
- Chemistry
- Biology
- Economics
- Accounting
- Business Studies
- French
- Urdu
- Art & Design
- Travel & Tourism
- Psychology
- Enterprise

❖ Year 12 and 13 studies the CIE AS and A level programme with guidance from Key Stage 5 of British National Curriculum, where the students choose three or four subjects from the following list:

- Information Technology
- Mathematics
- Physics
- Chemistry
- Biology
- Economics
- Accounting
- Business Studies
- English Language
- Psychology

At Key Stage 5 we also follow Pearson BTEC Level 3 Diploma in Applied Science, equivalent in size to two A Levels, which has been designed to occupy two-thirds of a full-time curriculum, enabling learners to develop a significant common core of knowledge including fundamentals of science, scientific-practical techniques, working in the science industry, scientific investigations and using mathematical tools in science and providing extensive opportunity to study in more depth a range of option areas of their choice, such as:

- informatics in science
- biochemistry and biochemical techniques
- industrial chemical reactions
- electrical circuits and their applications
- physiological investigations



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- science for environmental technicians.

Curriculum Outcomes

Our school's curriculum will:

- meet the needs of young people of all abilities.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help students understand the world in which they live

Curriculum Time

The taught school week comprises of 25 lessons; each lesson has a duration of 60 minutes. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. 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 necessary skills.

A table of curriculum time allocations can be found below.

Subjects	FS
Communication and Language (CL)	4
Literacy(L)	2
Mathematics(M)	2
Understanding the World (UW)	2
Little Explorers and Scientists (LES)	1
Life Skills (LS)	1
Social-Emotional Wellbeing Zone (SEWZ)	1
The UAE (Sst)	1
Music and Rhythm/Dance (MR)	1
PE.	1
Interactive Time (IT)	1
Constructive and Creative Expressive Art and Design (CCEAD)	1
Sustainable Developmental Goal Training (SDGT)	1
Roleplay and situational themes	1



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Subjects	Y1	Y 2	Y3	Y4	Y5	Y6	Y7	Y8	Y9
English	4	4	4	4	4	4	4	4	3
Maths	5	4	4	4	4	4	5	5	5
Science	3	3	3	3	3	3	3	3	5
Arabic B / Arabic A	0	2	2	2	2	2	2	2	2
Islamic Education (A/B)/Life skill(Non-Muslims)	0	2	2	2	2	2	2	2	2
Humanities	1	1	1	1	1	1	1	1	1
U.A.E Social Studies	0	1	1	1	1	1	1	1	1
ICT	2	1	1	1	1	1	1	1	1
Guided Reading/ Library	1	1	1	1	1	1	1		-
Moral Education	0	1	1	1	1	1	1	-	1
Wellness/ Wellbeing	2	1	1	1	1	1	1	1	1
PE	2	2	1	1	1	1	1	1	1
Art	1	1	1	1	1	1	1	1	1
Music	1	1	1	1	1	1	-	-	-
Support class	1	0	0	0	0	0	-	--	-
Reading	1	0	0	0	0	0	-	-	-
Writing	1	0	0	0	0	0	-	-	-
French/Urdu	0	0	1	1	1	1	1	2	1
TOTAL	25	25					25	25	25

Subjects	Y10
English	3
Math	4
Physics/Bst/Psycho	2
Chemistry/Accounting	3
Bio/Eco/TT	3
ARABIC	2
Islamic	2



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French/Urdu/Enterprise/Art	1
ME	1
Geo	1
UAE	1
ICT	1
PE	1
TOTAL	25

Subjects	Y11
English	3
Math	4
Physics/Bst/Psycho	2
Chemistry/Accounting	2
Bio/Eco/TT	3
ARABIC	2
Islamic	2
French/Urdu/Enterprise/Art	2
ME	1
EM	2
ICT	1
PE	1
TOTAL	25

Subjects	AS	A2
English/Math	5	6
Physics/Bst/Psy	5	5
Chem/Acc	5	5
Bio/Eco/IT	5	6
ISLAMIC	1	-
Arabic	1	-
ME	1	1
PE	1	1
CC/Well being	1	1
Total	25	25

DIFFERENTIATION

Refer Differentiation policy

TEACHING AND LEARNING

Refer Teaching and Learning Policy



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Assessing students' progress

Assessment needs 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 baselining in all the subjects at the beginning of each unit. In addition, the induction programme will look at learner attendance and social, emotional, and behavioural 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
 - Upskill our team through CPD sessions
 - Measure our performance against previous key indicators
- * 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



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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 significant 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. 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. All subject teachers have responsibility for providing support to young people with more significant needs.

Curriculum Enrichment

Trips, guest speakers and a range of other providers are used extensively to support and enrich the learning experiences of pupils in all phases of the school. They are seen as invaluable in the students' development.

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.

There have been 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



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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
- Inclusion 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 was reviewed by the Senior Management Team. It will be next reviewed in August 2021.