



Policy:	Curriculum Policy
Date Published:	August 2025
Evaluation & Review:	Academic Year 2025-2026
Rationale:	The school believes that all students should have the opportunity to perform to their full potential through a broad and balanced curriculum that is reviewed bi-annually.
Roles of Responsibility:	Teacher, SOD & HOD, KS Coordinators and SLT.

Introduction

GES follows the Cambridge Curriculum for English, Math and Science for Years 2-6. KG follows the EYFS programme. Non-core subjects such as Geography, Economics, Business Studies, follow the Cambridge Curriculum whilst PE and PSHE follow the National Curriculum of England and Wales. All encompass the umbrella of the National Curriculum of England and Wales. The curriculum at GES shows both breadth/balance and in order to be relevant has introduced Innovation and Technology Integration in all subjects.

Skill based learning is evident in classrooms and teachers plan student-led lessons and hands-on activities are more developed in the KG and Primary phases while there is impetus on developing research skills in higher years. Current ADEK initiatives such as SCF (learner attributes) and Hawayeti are an area of strength mapped out across the entire school with evidence in the classroom work. The introduction of the Oxford Reading Tree Programme in KG2 to KS2 with D.E.A.R and Big writing curriculum in KS 3 is helping to enhance the writing skills. The enhanced Drama curriculum along with creative writing further enriches the language development with emphasis on both speaking and writing skills.

Our rigorous, well planned curriculum combined with good quality teaching and good pedagogical practices like assessment analysis for timely intervention ensures that the students are supported and develop into well rounded, empathic global citizens who are life-long learners. Our students





develop a strong sense of moral purpose in addition to being respectful with a deep cultural awareness and tolerance towards others.

Overview

The curriculum is enriched through extra-curricular activities along with educational visits that are planned to supplement and promote learning, curiosity with creativity through activities beyond the classroom. It includes, not only the formal requirements of the National Curriculum, but also the range of activities that the school organizes in order to enrich the experiences of our students. It also includes a ‘hidden curriculum’, or what the students learn from the way they are expected to behave towards others and themselves. We aim to create a safe learning environment where there is absence of fear as ideas flow and students grow into independent thinking individuals who can work, collaborate with others and develop into innovative leaders whilst developing knowledge, skills and attitudes to learning, such that they achieve their true potential and thrive successfully in the world.

Moral Purpose

To provide a quality education for our target community

Values

Our 4 Core Values are:

Innovation, Respect, Learning, and Achievement

<p>LEARNING Questioning & curiosity GES Learner Profile Skills and knowledge Academic, cultural & sporting Independent & collaborative Understanding how we learn</p>	<p>ACHIEVEMENT High Aspirations Academic attainment & progress Non-academic achievements Personal achievements Perseverance Resilience Diligence</p>
<p>RESPECT We respect ourselves We respect others We respect our school We respect our community We respect the country</p>	<p>INNOVATION To provide opportunities in technology To equip our students with 21st century technological skills To provide a stimulating and creative environment that promotes the use of learning</p>



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Aims and Principles

At GES we aim to provide a curriculum to develop curious, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We intend that our curriculum should imbue in our students these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom. The Curriculum Policy should be seen within the overall aims and ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- Achieve the best possible academic qualifications and standards irrespective of their ability;
- Ensure high levels of engagement, enjoyment and enhancement;
- The outcome of the learning process through our curriculum is intended to develop an innovative mindset with 21st century skills like creativity, critical thinking and collaboration.
- Personalized learning-within the framework of a broad and balanced education, we intend to create opportunities for students of multiple intelligences to thrive and explore their potential and passion and to catch up with the 21st century skills.

Our curriculum provides a broad and balanced education which allows students to become:

- Life-long learners who enjoy learning, demonstrate progress and achieve their academic potential to the fullest;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Global citizens who can make a positive contribution to society while being aware of global issues and challenges.

We aim for our curriculum to develop successful learners who:

- Are inducted into the essential knowledge, skills and expertise in subject disciplines of their choice and aptitude;



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- Can appreciate human achievement in the fields of languages, mathematics, science, technology, humanities, physical and performing arts, to experience a sense of personal achievement through these fields during their time at school;
- Are able to link different areas of knowledge in a spirit of inquiry and transfer skills across subjects.
- Are able to pursue courses appropriate for their stage of learning;
- Are able to learn independently and collaboratively with others;
- Can acquire self-directed learning skills necessary to realise their learning potential through differentiation practiced in the classroom;
- Are creative, resourceful and able to solve problems

We aim for our curriculum to develop confident individuals who:

- Show courage and compassion in their dealings with others; can respond positively, take advantage of the opportunities, are responsible, caring citizens capable of taking on the challenges of adult life;
- Can develop an active and healthy lifestyle;
- Can evaluate and manage risks and are resilient can relate well to others;
- Have sound values and principles to distinguish right from wrong; are articulate, poised players on a global stage
- Are increasingly independent, able to show initiative and organize themselves; are willing to try new things, ambitious and develop growth mindset;
- Are open to the excitement and inspiration offered by the natural world and human achievements.

We aim for our curriculum to develop responsible citizens who:

- Can participate as effective, respectful citizens within a global society;
- Acquire an understanding of the social, economic and political issues of the world and the interdependence of individuals, groups and nations;
- Can challenge injustice, are committed to human rights, and can strive to live peacefully with others;
- Understand the complexity of problems with dependence upon, the local and global environment, who develop a caring and responsible attitude towards the environment;
- Can change things for the better, taking into account the needs of future generations in the choices they make.
- Are mentally robust individuals who are ethical, morally aware and respect life in all beings.



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Time allocation per subject

The subject weightings are based on the recommendations of the Cambridge International Curriculum and the needs of our students. At GES we follow the National allocation requirements for Arabic and Islamic lessons.

Period allotment per class- Primary

Subject/Year	Year 2	Year 3	Year 4	Year 5	Year 6
English/CS English /Big Writing	3+1+1	3+1+1	3+1+1	4+1+1	4+1+1
Maths/Cs Maths	4+1	4+1	4+1	5+1	5+1
Science/Sc proj	4+1	4+1	4+1	4+1	4+1
Arabic	5	5	5	4	4
Isl/Life Skills	3	3	3	2	2
UAE SST	1	1	1	1	1
PE	2	2	2	2	2
Arts	1		1	1	1
History/Geogr aphy	1	1	1	1	1
Guided Reading	1	1	1	1	1
Computing	1	1	1	1	1
PDW	1	1	1	1	1
French/	1	1	1	1	1



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Fil/Drama ** from Year 4					
TOTAL	32	32	32	32	32

Curricular and Extra-Curricular Activities

GES also provides a wide range of curricular and extracurricular activities. To enrich the school curriculum we organize a number of special project days (e.g. international days), events (sports days), and visits (namely community and/or museum visits). The school activity calendar also includes weekend visits that create opportunities for developing social and interpersonal skills.

After School Club & Activities

The school also provides a voluntary program in the form of Clubs. All children registered to attend the co-curricular activities attend one club per term and have various options that cater to interest of the students in the field of art, sports, culinary, debate and creative writing skills. They showcase their learning at the end of the year in the form of club day.

Cambridge Progression Tests

The Cambridge Progression Tests are a series of tests, from Years 3-6 which are used within our school to monitor long-term progress of students. Learners take the test at the end of each year as a part of the summative assessment and the results are used to assess the achievement and attainment of students against external benchmarks. The data is used by teachers for curriculum adaptation and goal setting by the students in their following year of study. Results are recorded in the school database and assessment progress tracker- Mograsy that tracks results per each student as well the whole school.

Role of Subject Heads and Key Stage Coordinators.

It is the role of each Head of the Department (HOD) and Key Stage Coordinators to keep up to date with developments in their subjects at both national and international level as well as updates in the Cambridge Syllabus Framework guidelines. They review the way the subject is taught in the school and plan for improvement. This development planning leads to whole school initiatives. Each subject leader reviews the curriculum plans for their subject and ensures that there is full coverage of the Cambridge Curriculum and that progression is planned into the lesson.



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The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
Monitor pupil progress in their subject area by working alongside colleagues, work scrutiny, and lesson observations.
- Monitor and evaluate teachers' planning and teaching.
- Keep self and staff up to date with developments in their subject by relevant reading, inset and policy review and set department goals based on assessment analysis.

Students of Determination

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted and we have received such a written recommendation by an educational psychologist from an accredited external agency. If a child has a special need, our school does all it can to meet these individual needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. Since due to the nature of our school children are organized into very small groups, thus in most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organization. If a child's need is more severe, we if necessary involve the appropriate external agencies.

English as a Second Language

The majority of our students are not native English speakers. During any given year, a significant number of our student population require assistance in their language development to attain fluency in English language. The support is personalized and varies from individual learning support from an assistant teacher to minor modification of the learning material provided by the classroom teacher. This may also involve booster lessons after school hours along with pull out sessions and reading assistance programmes by the library teachers.



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