



مدرسة اوريكس الدولية



Curriculum Policy

Revision No:	1.0
Effective:	June 2019 Next revision August 2021
Owner:	Executive Principal

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Oryx International School: Curriculum Policy

School Mission and Vision

At Oryx International School, our guiding statements are the core of our purpose, direction and decision-making.

Our Mission

is to deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK curriculum teachers.

Our Vision

is to ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century.

Aims

Students will be happy, safe, and challenged in their learning.

The curriculum is aligned to the schools and the Group's guiding statements.

At Oryx International School (OIS) we aim to be a vibrant and challenging school which opens the minds and hearts of our students. Our objective is to guide and encourage our students to develop and progress morally, academically, pastorally and communally, enabling them to take their place in society as responsible global citizens.

Every student is encouraged to strive for excellence/success whether that is in mathematics, languages, science, sport or the performing and creative arts. Our students begin by following the EYFS, leading into a curriculum which is *based* on the English National Curriculum at Key Stages 1, 2, 3, 4 & 5.

The curriculum aims to provide all students with experience in the following areas of learning:

Linguistic: This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical: This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social: This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Physical: This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Local Complementary: This covers Arabic Language and Islamic Studies for Arabic passport holders and Qatari History for all students as per the Ministry requirements.

Underlying Principles of the Curriculum

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students.

- All students are entitled to and should be offered a comparable range of educational opportunities;
- There are differences in the abilities, aptitudes, interests and other characteristics of students which need to be considered;
- The learning environment and teaching methodology are important factors in determining whether some of the aims are achievable;
- Most students are mastering at once the English language medium of the curriculum as well as its content. Assessment, support, and awareness of EAL/ ESL needs are addressed throughout the phases;
- The curriculum promotes the development of global citizenship and intercultural learning;
- The curriculum promotes the development of digital citizenship;
- Co-curricular activities such as school productions, fund-raising activities and field trips all contribute to the overarching learning experience.

The curriculum shall encourage students to:

- Apply skills, knowledge and understanding;
- Use an exploratory approach to problem-solving;
- Have confidence in their ability to solve problems;
- Undertake individual projects and work as part of a team;
- Develop oral and practical skills;
- Share specific examples of their intercultural learning.

Individual Education Plans (IEPs)/Education, Health and Care (EHC) plans may be devised for selected students, as recommended by the SENDCO/ Learning Support Coordinator, Able, Gifted and Talented Coordinator, Heads of Department, Heads of Primary/Secondary or outside agencies. They should have input from the Class Teacher/Tutor/Form Teachers, the SENDCO/LSC and/or LS staff, the student and parents/guardians. The SENDCO/ LSC will ensure with admissions, discipline and other procedures (school trips, examinations etc) take account of students' learning difficulties or disabilities. These need to be reviewed on a regular basis.

PSHE (Personal, Social and Health Education) is embedded at most Key Stages and taught discretely at Key Stage 3. In addition, aspects of PSHE are covered in Assemblies and special

themed days. Speaking and listening is taught discretely at Key Stage 3 and embedded into English at IGCSE and A Level.

In each Key Stage they are adapted, and formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and cultivating good relationships with peers.

At IGCSE, the curriculum content for each syllabus is designed to meet the syllabus aims and objectives. Careers guidance is provided and included in the PSHE and Tutorial programmes in Secondary.

See **Key Stage Handbooks** for details of subjects taught at each Key Stage.

All lessons, except for Arabic, Islamic Studies, French and Spanish, are delivered in English.

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. Long term planning is shared with parents in the form of curriculum maps, handbooks and information meetings.

Medium term planning

- Should broadly use the English National Curriculum objectives across Key Stages 1, 2 and 3. IGCSE and A Level learning outcomes should be included on plans for Key Stage 4 and 5;
- Newsletters are published and sent to all parents on a weekly basis during term time;
- Creativity and cross-curricular planning is encouraged;
- Links to internationalism, inter-culturalism and global citizenship.

Curriculum transition and collaboration

Termly, Heads of Department/Coordinator meetings (Primary and Secondary) allow for vertical/horizontal articulation, work scrutiny and sharing of good practice.

Role and Responsibilities

Teachers

- All teachers use learning objectives/outcomes from syllabus/curriculum being delivered to meet the individual needs of students;
- All teachers are expected to have good subject and curriculum knowledge;
- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice;
- All teachers liaise with Heads of Departments/Coordinators to ensure equality of delivery of curriculum.

Lead Practitioners / Subject Co-ordinators

- The LP is responsible for monitoring the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area;
- The LP is responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short term planning through lesson objectives;
- The SLT is responsible for communication to parents regarding curriculum content;
- The LP is responsible for vertical articulation in their subject area.

Deputy Heads/Academic Co-ordinators or responsibility of HoP/HoS

- SLT and Year Group Leaders (Primary) liaise with Lead Practitioners and Subject Coordinators;
- SLT and Year Group Leaders (Primary) provide intervention and support for staff and students;
- SLT and Year Group Leaders (Primary) are responsible for tracking student progress across subject areas;
- SLT and Year Group Leaders (Primary) arrange moderation and standardisation across subjects.

Head of Primary (HoP)/Secondary (HoS)

- The HoP/HoS is responsible for ensuring appropriate curriculum coverage for all subjects;
- The HoP/HoS is responsible for the publication of curriculum maps and newsletters;
- The HoP/HoS provides support for Heads of Departments/Subject Co-ordinators.

Executive Principal

- Lead the establishment of a fulfilling curriculum, timetabling, and co-curricular programme, which supports the vision and mission of the School;
- Overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students;
- Monitor and evaluate the quality of teaching and learning through varied observation activities, teacher planning, assessment and evaluation;
- Monitor the analysis of student performance data, including benchmarks, and facilitate action to ensure all students are making good to outstanding progress.

Differentiation

Teachers create learning opportunities which challenge students to achieve their potential. Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual student needs and abilities. Outcomes from assessment of/for learning enable teachers to set targets which reflect individual students' skills, abilities and potential. Students are given tasks which are appropriate to their level of ability, including higher attaining students. In order to encourage all students to demonstrate what they can do, understand and achieve, teachers shall differentiate the curriculum according to individual needs.

Teachers liaise with SENDCO/Learning Support staff for *assistance* with strategies and guidance in curriculum planning. Intervention is provided where required to meet the needs of students. EAL/ESL intervention is in place for students across both Primary and Secondary in small groups and on individual basis.

Community links/ partnerships

Our community celebrates the cultural interaction between traditional British educational values, modern Arabian life and the cultures of our many student nationalities. Our teachers make a positive contribution to the local and wider community through involvement in the Arts, sports and cultural activities. The school actively seeks to establish partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Review and Evaluation

Lead Practitioners/Subject Coordinators/SLT in liaison with Heads of Primary/ Secondary will review this policy on a bi-annual basis. Recommendations will be presented to the Executive Principal. As per the Delegation of Authority Manual, any major proposal/change in the curriculum must be endorsed by the Regional Head of Schools and approved by the Board.