

# Curriculum

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## Introduction and Values

The curriculum at WSO is a uniquely crafted progression from the Early Years Foundation Stage, through an enriched and developed National Curriculum for England into personalised qualification pathways incorporating both IGCSE and GCSEs. These culminate in one of the richest IBDP and IBCP offers in the region. Alongside the IB programmes of study, the A-Level and BTEC pathways are also offered at Post-16. In addition to the broad range of subjects delivered by highly qualified specialist teachers, the WSO curriculum offers an innovative curriculum design which focuses on the development of learning skills and competences and the enrichment of the learning environment. These are Key Skills identified in the National Curriculum that underpin success in education across all age groups in the Academy.

Delivery of a rich, inclusive curriculum where every learner is empowered to progress and achieve at the highest level is fundamental to the philosophy of WSO. How children learn is as important as what they learn; it is our responsibility, through a rich curriculum, to optimise learning opportunities. The Academy provides a learning environment and ethos which enable students to develop outstanding personal and social skills, appreciate Islamic values and Emirati culture, and develop a sense of social responsibility.

Our Curriculum achieves a high level of 'connections' through tasks that promote responsibility and ownership. In making strong learning connections with activities that foster relevant skills with applicable value, we create higher-level thinking and give responsibility of learning to students.

Within our established ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them. We aim to continuously develop skills and competences to nurture world class, world ready students.

## Aims

At WSO, we aim to offer a balanced and broad based curriculum which enables all **students** to:

- Enjoy learning and embrace the skills of a lifelong learner
- Make progress and achieve their full potential
- Become creative, independent learners
- Take ownership over individual target setting
- Be able to evaluate and assess their own learning
- Develop their critical thinking skills
- Make links and connections to the real world (locally, nationally and globally)
- Develop confidence and independence and high self-esteem
- Develop the WSO competences

At WSO, we aim to offer a comprehensive curriculum which is:

- Broad, balanced and relevant

- Flexible to meet the needs of a diverse population within the Academy
- Reflective of the multi-cultural nature of the local community

In summary, we aim to prepare students for the opportunities, responsibilities and experiences of adult life.

### Curriculum Organisation/ Time Allocation

#### ***Core and non-core subject instructional minute allocation.***

*All subjects are compliant with UK National Curriculum expectations and Ministry of Education compliance*

Subject	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Islamic Education	0	0	120	120	120	80	80	80	80	80	80	80	80	120	80
Arabic (first language)	0	0	240	240	240	200	220	220	160	160	160	180	180	180	180
Arabic (as an additional language)	30	30	160	160	160	160	180	180	160	160	160	0	0	240	240
English	210	252	225	240	300	300	300	300	240	240	240	240	240	240	240
Mathematics	210	252	225	240	300	300	300	300	240	240	240	240	240	240	240
Science	210	252	60	60	120	120	120	120	240	240	240	240	240	240	240
Social Studies	60	60	60	60	60	60	60	60	80	80	80	80	80	80	80
MFL	0	0	30	60	60	60	60	60	120	120	120	180	180	240	240
History	70	80	30	40	40	40	60	60	60	60	60	180	180	240	240
Geography	70	80	30	40	40	40	60	60	60	60	60	180	180	240	240
Art	70	80	30	40	40	40	60	60	60	120	120	180	180	240	240
Music/Drama	30	30	30	60	60	60	60	60	0	120	120	180	180	240	240
Physical Education	210	252	120	120	120	120	120	120	120	120	60	60	60	60	60
Elective (Enrichment)	0	0	60	60	90	90	120	120	0	0	0	0	0	0	0

## Enrichment

The Academy operates a unique Enrichment Programme – one which provides every student with broader and deeper learning experiences within the whole curriculum. We do not believe in the term "extra-curricular" – we believe that every child should have access to a range of self-selected learning experiences from within creative, action and service-based options as a central part of their curriculum. Our Enrichment Programme takes place during the day, and not at the end, and is enjoyed by every student with the WSO competences being central to the Enrichment focus. The Enrichment Programme allows students to further demonstrate the skills they need to thrive in the C21st - personal development, creativity, innovation, entrepreneurship, leadership, and the real skills for future study and employment. In addition, WSO Enrichment also allows for personal development through charitable initiatives in all phases.

## WSO Competences

Our competences combine the IB learner profile with characteristics that enhance personal capabilities, and future employability skills. Mastery of these competences allows students to be active learners, responsible for their progress.

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Planning**

When planning lessons, unit plans, and schemes of work, we aim to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the students
- Student assessment data is utilised so that all students' needs are met and there is clear personalization of learning
- Students' learning progresses smoothly through the Academy and prepares them for life beyond school
- We provide a variety of relevant experiences for students in the classroom that serve to develop knowledge, skills and understanding and enable them to value themselves as learners
- Students are given the opportunity to extend their learning at home.

### **Personalisation Learning and Inclusion**

Effective adaptations are made to the curriculum to match students' needs, especially for those with SEND. SEND trackers, Emirati folders and high quality provision for Students of Determination (SEND) ensure that all students make progress and are exposed to an enriching learning experience. We recognise students' strengths, needs and interests and build on these to promote achievement and success. We identify students' needs through the MER (Monitoring and Evaluation Review) and use of continuous assessment data; both internal and external. We adapt provision and learning opportunities to meet these needs. We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills (i.e. the ASDAN Programme). We strive to provide opportunities to practice and apply learning in many contexts. Alongside the traditional curriculum, the school has a range of therapeutic inputs that support our young people.

### **Assessment, monitoring and evaluation**

*See School Development Plan and WSO Assessment Policy*

## **The role of subject leader**

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives

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 that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans
- triangulate data from internal and external sources.

## **Self-Review Cycle**

The curriculum is reviewed and updated as part of the Academy's self-evaluation process. CCI teams support in the review of subjects, adapting pedagogy to ensure consistency.