



We Instill Today ..
You Reap Tomorrow..

GHERAS INTERNATIONAL SCHOOL

Curriculum Policy

2022 - 2023



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CURRICULUM POLICY

2022-2023

At GHERAS International School, we define the curriculum as "what our pupils will learn" not the traditional classification of "what our teachers will teach". This distinction strikes at the heart of what makes GIS different from other schools. We place the individual academic needs of our students at the centre of all that we do. GIS broadly follows the British Curriculum, and this policy sets out the principles upon which our school's curriculum has been constructed.

The curriculum of Gheras International School serves the aims of the school and its community as defined through the school's mission statement, where quality education is provided to a distinguished educational school environment for students and teachers, effecting programs and activities to help build a good personality, offers sustainable skills development for the school staff, provides a technological environment that helps students to innovate, supports the talented and distinguished students in all fields, prepares programs to handle learning difficulties and implanting the spirit of sense of belonging through community participation.

Gehras International School's curriculum recognizes that all knowledge is sacred and worthy of pursuit and that learning is a lifelong tradition in Islam. It is designed to foster thought, curiosity, and a desire for learning in all students, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunity and a knowledge base for Qatar and worldwide.

Ensuring that personal, social, and academic needs are being met is a major objective of the school. Further, ensuring a healthy and safe environment includes not only physical safety, but mental and moral safety as well. The core values of being Confident, Responsible, Reflective, Innovative, Engaged, and Tolerant are instilled to; encourage responsible participation in the community, give students a sense of their religious and social rights in society, be respectful and tolerant of all and empower students with the necessary skills and abilities to play a full and inclusive role within society without compromising their principles. The school calls upon each member of its school community to help safeguard each other and to be accountable for their efforts in achieving their personal best.

Gheras International School curriculum recognizes that:

- The twenty-first Century demands students to access and use an extensive range of literacy resources.
- Today more than ever is necessary to understand that being literate includes both the ability to read and write and all the abilities that each human as an individual can develop.
- As educators, we must provide our students with the necessary tools to understand, use, and critically evaluate the practices and demands of the global world.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Young people need critical thinking skills to be competitive in the world, address immediate problems, and participate in continuous vocational, personal, and professional growth.



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- We must prepare students to develop abilities and skills in various contexts morally, enabling them to enhance their knowledge continually.
- Prepare new generations to succeed in a rapidly changing world as lifelong learners of high moral integrity.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve more effective use of adults other than teachers.

AIMS AND PRINCIPLES

At Gheras International School, we aim to provide a curriculum to develop curious thinkers who love learning and who can demonstrate independent thought. The curriculum should create an environment where questioning, academic risk-taking, divergent thinking, and the freedom to learn from mistakes are all encouraged. We offer a curriculum designed to nurture high aspirations and or the opportunities and challenges for youngers in the 21st Century. Our curriculum should imbue in our students these qualities: Confidence, Responsibility, Reflectiveness, Innovation, Engagement and Tolerance.

Our curriculum aims to provide all children with exciting learning opportunities. As well as covering the different subject areas within the British Curriculum, as a school we focused on the 'Aspects of Learning' that underpin successful learning and must be promoted throughout our curriculum.

Our curriculum is designed to allow each student to:

- Achieve the best possible academic qualifications and standards, whatever their abilities.
- Ensure high levels of engagement, enjoyment, and personal development.

We aim for our curriculum to develop students who:

- Are inducted into the essential knowledge, skills, and discourse of subject disciplines and can develop specialisms according to aptitude.
- Can appreciate human achievement in the field of languages, mathematics, science, technology, humanities, and creative and expressive arts and experience a sense of personal accomplishment in these fields during their time at school.
- Acquire an understanding of the world's social, economic, environmental, and political aspects and the interdependence of individuals, groups and nations, creating a good sense of international awareness.
- Can link areas of knowledge in a spirit of enquiry and transfer skills from one area to another.
- Are resourceful and able to solve problems using the knowledge and skills they have gained.
- Become lifelong learners responsible for their own achievements and progress, reflective learners who understand their strengths and how they can be used, who can identify areas for development and know what to do in order to make progress.
- Can show resilience in their learning, persevering even when tasks are complex and understanding how to access help when needed.



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- Can work effectively in a team but also concentrate for long periods alone and manage distractions. Have a substantial value of Tolerance and live with the principles of this, recognize and celebrate their backgrounds and have admiration for others.

EXPECTATIONS

The school's 21st century learning expectations reach beyond the acquisition and application of knowledge in specific subject areas to encompass those skills and competencies that educational research and policy has identified as necessary for students to learn, and which will serve as the foundational processes for future learning in career or post-secondary education. These learning expectations address academic, social, and civic competencies. While these skills may change or others may be determined, GIS has chosen the following as having relevance:

Academic

- Students can solve problems with both conventional and innovative methods.
- Students communicate effectively through oral, written, visual, artistic, and technical modes of expression.
- Students demonstrate the acquisition of core knowledge in defined subject areas.
- Students read for comprehension and to effectively analyze arguments and opinions.
- Students can think critically as an individual and in collaboration with others.
- Students demonstrate the acceptance of challenge and commitment through perseverance.

Social

- Students demonstrate appropriate personal, interpersonal, and professional skills and behaviours.
- Students demonstrate integrity and ethics.
- Students demonstrate respect for diversity.
- Students demonstrate self-reliance, time management, and acceptance of personal responsibility.

Civic

- Students demonstrate community involvement locally and globally.
- Students demonstrate an understanding of cultural and political actions required of a responsible, active citizen.
- Students demonstrate an awareness of their global responsibility to others and the environment.

CURRICULUM DELIVERY

The curriculum should be seen broadly as the entire planned learning experience. This includes formal lessons, events, routines, and learning outside the classroom. Although the majority of the students' traditional learning experiences will be through subject-based studies, the curriculum is also planned and delivered to address a number of cross-curricular dimensions. Additionally, all schemes of work in all subjects take into account the cross-curricular measurements below and incorporate them into their subject and skills delivery.



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The curriculum plans we provide experiences covering linguistic, mathematical, scientific, technological, physical and creative education.

Linguistic: This area is concerned with developing pupils' communication skills and increasing their command of the language through listening, speaking, reading, and writing. All students study English as a First or Second Language as appropriate to their situation. In addition, all students have access to Arabic and French in their journey through the school.

Mathematical: This area helps pupils make calculations, understand and appreciate relationships and patterns in number and space, and develop their capacity to think logically and express themselves. Their knowledge and understanding of mathematics are being developed in various ways, including practical activity, exploration and discussion in mathematics, science, and the Humanities and through mathematical skills in other areas such as PE and the Arts.

Scientific: This area is concerned with increasing pupils' 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: This area seeks to ensure the effective use of digital technologies in our students' everyday life, preparing them for the demands of an ever-changing world, achieving powerful learning, and improving their individual multimedia literacy. This area includes understanding and using new technologies and producing meaningful messages and products that give them a competitive advantage both in their professional and personal life.

Physical: This area aims to develop the pupils' biological control and coordination, as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. All students have time in the week for formal PE lessons.

Aesthetic and creative: This area is concerned with making, composing, and inventing. All subjects have aesthetic and creative aspects, but Art and music create a decisive contribution. Students have access to all these areas of endeavour both within the main curriculum and as extra-curricular activities.

GIS CURRICULUM IMPLEMENTATION

Our curriculum engages the whole child. It focuses on generating the correct mechanisms for strengthening lifelong education and human development empowering the students and staff to manage their own learning to become ethical and intellectually responsible citizens.

We approach education as an art. We believe that natural intelligence arises only when children are given opportunities to engage and identify the significance of the knowledge in their lives.



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The school approaches education as an art. It is believed that real intelligence arises only when children are given opportunities to engage and identify the significance of the knowledge in their lives.

GIS achieves this approach by the implementation of the following strategies that make the curriculum unique and different:

A Transdisciplinary approach - moves Instruction beyond just blending disciplines. This approach links concepts and skills through a real-world context. Inquiry is one of the most significant differences in this learning approach. Transdisciplinary learning objectives require students to find answers to questions that they might have about the content. Refers to learning what is authentic and relevant to the real world. Learning is not confined by traditional subjects but is supported and enriched by them—significant and natural experiences for the student.

Concept-based instruction approach – is driven by "big ideas" rather than subject-specific content. By leading students to consider the context in which they will use their understanding, concept-based learning brings "real world" meaning to content knowledge and skills. Students become critical thinkers essential to their ability to solve problems creatively. Introducing students to universal themes and engaging them in active learning, concept-based instructions; creates connections to students' prior experience, brings relevance to student learning, facilitate more profound understanding of content knowledge, and acts as a springboard for students to respond to their education with action.

International awareness is a comprehensive, thematic, creative curriculum with a clear learning process and specific learning goals for international mindedness and personal learning based on our school values. International accreditation.

It encourages students of all ages to consider both local and global contexts.

Inquiry - Our curriculum aims to do more than other curricula by developing inquiring, knowledgeable and caring young people to become lifelong learners.

It encourages students of all ages to think critically and challenge assumptions.

In our classrooms, we have curiosity corners which encourage us to explore, ask and answer questions about all sorts of exciting things. Although our teachers always put to queries on the wall following the K-W-L (Know, Want to Know, Learned) strategy, we also have reading corners in every classroom because we know that good learners read as much as possible!

Differentiated classrooms – We believed education should focus on 'mastery' of subjects and the promotion of higher forms of thinking rather than a useful approach to simply transferring facts. Bloom's Taxonomy provides an excellent structure for planning, designing, assessing, and evaluating training and learning effectiveness. Our teachers accommodate the different ways students learn and do their best to tailor instruction to meet individual needs. RAFTS...Graphic Organizers...Scaffolding Reading...Cubing...Think-Tac-Toe...Learning Contracts... Tiering... Learning/Interest Centers... Independent Studies....Intelligence Preferences...Orbitals... Complex Instruction...4MAT...Web Quests & Web Inquiry...ETC.



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Responsive classes - Who they learn with is as important as what they learn. The strong relationship between academic success and social-emotional learning relies on the success of individual development. The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant.

To achieve this, the main practices in GIS classrooms are:

Strong human connections - Generate Strong relationships between teachers and students, students and students, and teachers and teachers.

Informed students - Students are aware of what they are learning and where they are going in their education.

Content decisions - Students have a decision over their learning; when they decide to buy themselves, the knowledge is meaningful and therefore they become responsible for their own development.

Instil Core values.

Strong participation – participation is not only answering questions, but our involvement in classes relays on also taking roles with significant roles and responsibilities, this creates a sense of belonging, and students engage in their development.

Classroom displays - In taking on responsibility for displays, students have an opportunity to learn and practice essential social and academic skills; they learn to reflect on their work, it provides an opportunity to learn from each other and to appreciate the work of others, nurturing empathy, respect, and a strong sense of classroom community.

Self-evaluation - Self-assessment is essential for children as it allows them to be more self-sufficient in their work. It shows children that they can improve their academic performance through their efforts. GIS Self-assessment program empowers children to help them take control of their learning and see positive progress.

The class is a team - working as a class team, children develop essential life skills like problem-solving, listening, leadership, and creative thinking. Nurturing teamwork skills also develops higher self-confidence, self-esteem, empathy, and compassion.

GIS core values - If it is true that our mission and vision are the heart of the school, the Core values are the backbone of the school that gives structure and support to our principles and provide us with the main tools to achieve our goals successfully.

We have a strong program designed to instil in the school community the practice of our values; it is our goal that each member of the community lives and represents the school's core values in a daily and natural way.

Around the school and in all the classrooms, you will see a set of school values describing personality attributes; by this, the students are in constant reminder and contact with the values. Students and staff are encouraged to recognize and support these values with everyone in our community. An easy example would be commending a child for caring when looking after a new student or for a quiet child being a risk-taker when speaking



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During a whole school assembly. It is the responsibility of all members of the school community to model these attributes.

Teachers reflect the values in their lesson plans and are part of their daily vocabulary; this challenges students to think for themselves, believing they live and live the mentioned values. The more contact the students have with the core values, the more they will feel that they are valuable representatives of those values and will take responsibility for their actions and learning.

PRINCIPLES AND APPROACHES TO TEACHING

Early Years

Kg1 minimum three years old – maximum four years 11 months 29 days old

Kg2 minimum four years old – maximum five years 11 months 29 days old

Early Years education is concerned with the child's communication and Language, Physical, Personal, Social and Emotional, Literacy, Mathematics, Understanding of the world, and Expressive arts and design development.

Our curriculum consists of all those planned and spontaneous learning experiences that children will have during their time at Gheras International School. We follow the guidelines recommended by the *UK Department of Education Schools, colleges and children's services – Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five*, which helps us to plan activities designated to lay secure foundations for each child's future learning.

At Gheras International School, we believe that the seven areas of learning and development depend on each other to support a rounded approach to child development. Therefore, we aim to deliver all the regions through planned, purposeful play, balancing adult-led and child-initiated activities.

GIS teachers should ensure that all children feel included, secure, and valued; they must build positive relationships with parents to work effectively with them and their children.

To be effective, our *early year's curriculum* empowers the following statutes:

- Because younger children learn primarily through imitation and doing, we must provide lessons rich in multisensory, experiential exercises that spark learning through action, imagination, and fun.
- There should be opportunities for children to engage in activities planned by the teachers and those they plan or initiate themselves.
- Children do not distinguish between "play" and "work" nor should teachers.
- Teachers must be able to observe and respond appropriately to children, informed by a knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.
- For children to have rich and stimulating experiences, the learning environment should be well-planned and well-organized using active learning and stationery worktables.



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- It provides the structure for teaching within which children explore, experiment, plan, and make decisions for themselves, thus enabling them to learn, develop and make good progress.

Foundation subjects

Lego education - The GIS LEGO® Education Program for EYFS uses Lego Blocks to facilitate play-based learning. Play with a purpose has its roots in pedagogical strategies like project-based learning, which are recognized to improve student learning outcomes while fostering a love of learning. It motivates students to investigate methodically, try new things, and iterate repeatedly. Developing holistic skills like 21st-century skills like communication, collaboration, problem-solving, and creativity is becoming increasingly important. While foundational skills are still necessary, it is increasingly important to focus on the whole learner and support students in developing these skills.

Involving EYFS kids in their education through play-based learning, like the LEGO® Education Program, would benefit their cognitive, physical, social, and emotional development. Students gain from opportunities to connect ideas, foster creativity, and apply their knowledge and skills to develop their science, technology, engineering, art, and math (STEAM) skills, which include understanding cause-and-effect relationships, making predictions and observations, solving problems, and creating representations. Student discovery and participation in these learning experiences can be facilitated by engaging them in playful ways. Hence, academic engagement and other positive effects on the physical, social, and emotional health of the EYFS learners are expected to be evident in this play-based learning.

Genius minds - The GIS Genius Minds Program for EYFS is a hundred percent HANDS-ON Program exclusively design for early students to develop lifelong learning skills. This program awakes their interest, understanding and curiosity to comprehend the superb phenomena of everyday life and instils in them the marvellous questioning ability. Science instruction should begin with some active investigation or tapping into prior knowledge, followed by a question to be answered or a problem to be solved. Students then plan a study (or are guided in how to do one) to gather evidence to help them answer the question or solve the problem.

Science instruction helps students (in kindergarten and beyond) become scientifically literate citizens who can use science to learn more about the natural and material world.

This approach is student-centred; break out the experiment materials! Whether the students work in small groups or by themselves, the lesson has a straightforward question that students need to find an answer to, with the teacher acting as a facilitator. There are a few variations here:

- Students follow an experimental procedure with a clear set of instructions.
- Students explore the materials themselves to design and test their fair experiment, keeping variable testing in mind.
- Station-based rotations. Here the students rotate around the classroom to explore a variety of hands-on materials that all cover an aspect of the lesson topic. The trick here is to ensure enough time for the students to complete each activity and that there



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There are no bottlenecks in terms of access to resources or one activity taking too long to complete. A fun way to link all the stations to pull together a scenario such as a forensics investigation; students enjoy the role-play!

Art & crafts - our Art, craft, and design program embodies some of the highest forms of human creativity. A high-quality art and design education should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their works of Art, craft, and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and design. They should also know how Art and design reflect and shape our history and contribute to our nation's culture, creativity, and wealth.

Primary

All students study a broad and balanced range of subjects. In some cases, the mandatory subjects for all students are English, Science, Maths, Arabic, Qatar History, French, ICT, PE, Art, and Islamic Studies. Optional our curriculum Quran. Also, offering Health Education - Well-being and Morals as awareness subjects.

The general aims of GIS primary education are to enable the child to live an entire life as a child and to realize his or her potential as a unique individual, it will allow the child to develop as a social being through living and co-operating with others and so contribute to the good of society, prepare the child for further education and lifelong learning.

The primary curriculum aims to provide a broad learning experience and encourage a wide variety of approaches to teaching and learning that cater to individual children's different needs. This entails acquiring a wide range of knowledge and developing various concepts, skills, and attitudes appropriate to children of different ages and stages of growth in primary school.

Gheras International School's primary curriculum empowers the following outcomes where students:

- Come to an understanding of the world through acquiring knowledge, concepts, skills and attitudes and the ability to think critically.
- Apply what they learn to new contexts to respond creatively to the challenges they encounter in life.
- Become lifelong learners by developing positive attitudes to learning and the ability to learn independently.
- Develop spiritual, moral, and religious values.
- Develop literacy, comprehension, and expressive skills in language and appreciate the power and beauty of language.
- Develop numeracy and problem-solving skills and an understanding of mathematics.
- Concepts develop a respect for cultural differences, an appreciation of civic responsibility, and an understanding of the social dimension of life, past and present.
- Develop skills and understanding to study their world and its inhabitants and appreciate their interrelationships.



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- Develop their creative and imaginative capacities through artistic expression and response.
- Develop and express themselves physically by acquiring a range of movement skills and appreciating the potential and importance of health and well-being.

Key stage 1 year 1

Minimum five years old – maximum seven years 11 months 29 days old.

During year 1, teachers should build on work from the Early Years Foundation Stage, ensuring pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences and revise and consolidate those known earlier. In addition, the understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words.

Alongside this knowledge of Grapheme Phoneme Correspondence, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their understanding of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year one will generally develop slower than their reading. This is because they need to encode the sounds they hear in words (spelling skills), set the physical skill needed for handwriting, and learn how to organize their ideas in writing.

Pupils entering year one who has not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling, and language skills. However, these pupils should follow the year one programme of study in terms of the books they listen to and discuss so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. In addition, teachers should ensure that their teaching develops pupils' oral vocabulary and their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Key stage 1 year 2

Minimum six years old - maximum eight years eleven months and twenty-nine days old.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes accurately and without hesitation by sounding them out in books that are matched closely to each pupil's



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Level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream] without blending the sounds out loud first. Pupils' reading of common exception words should be secure. Pupils will increase their fluency by being able to read these words quickly and automatically. Finally, pupils should be able to retell familiar stories that have been read to and discussed with them or that they acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension, and knowledge across the broader curriculum. In writing, pupils at the beginning of year two should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year one correctly. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits.

It is essential to recognize that pupils begin to meet extra challenges regarding spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between how a word is said and how it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way words are now pronounced, such as the 'le' ending in the table. Pupils' motor skills also need to be sufficiently advanced to write down ideas they may be able to compose orally. In addition, writing is intrinsically more complicated than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Lower key stage 2 – years 3 and 4

Year 3 - minimum seven years old – maximum nine years 11 months 29 days old.

Year 4 - minimum eight years old – maximum ten years 11 months 29 days old.

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, approximating the word's pronunciation well. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent, and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction and learning to read silently. They should also develop their knowledge and skills in reading non-fiction about various subjects. Finally, they should be learning to justify their views about what they have read: with support at the start of year three and increasingly independently by the end of year four.



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Pupils should be able to write down their ideas with reasonable accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, vocabulary, sentence structure, and knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of their writing and increase their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. In addition, pupils should understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including standard exceptions and other words they have learnt. In addition, pupils should spell words as accurately as possible using their phonic and other spelling knowledge, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they can decode unfamiliar words accurately and require very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate an understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics program so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programs of study in terms of listening to new books, hearing, learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and develop their more comprehensive spoken language skills form part of this program of study. In addition, in years 3 and 4, pupils should become more familiar with and confident in using language in various situations for various audiences and purposes, including through drama, formal presentations and debate.

Upper key stage 2 – years 5 and 6

Year 5 - minimum 9 years old – maximum 11 years 11 months 29 days old.

Year 6 - minimum 10 years old – maximum 12 years 11 months 29 days old.

By the beginning of year 5, pupils should be able to read aloud a more comprehensive range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining the meaning of the word and how to pronounce it correctly.



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They should be able to prepare readings with appropriate intonation to show their understanding and should be able to summarise and present a familiar story in their own words. They should read widely and frequently, outside and in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate, and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue emphasizing pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of the language, gained from stories, plays, poetry, non-fiction, and textbooks, will help their increasing fluency as readers, their facility as writers, and their comprehension. Again, as in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing and competence.

Pupils whose decoding skills are poor must be taught through a rigorous and systematic phonics programme to catch up rapidly with their peers regarding their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 program of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless to manage the general demands of the curriculum in year 7 across all subjects and not just in English. Still, there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience and the purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring they can consciously control sentence structure in their writing and understand why sentences are constructed. Pupils should understand nuances in vocabulary choice and age-appropriate academic vocabulary. This involves consolidation, practice, and discussion of language.

Specific requirements for pupils to discuss what they are learning and develop their more comprehensive spoken language skills form part of this program of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance, and debate.



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ROLE AND RESPONSIBILITIES

a) Roles and responsibilities

Students should:

- Aim for high standards of achievement at all times.
- Take responsibility for their learning and, where necessary, ask for help and guidance in improving their work.
- Carry out with admiration and enthusiasm their scalar responsibilities.

Parents should:

- Support and encourage their child's learning through working in partnership.

The teaching staff will ensure that:

- The curriculum is delivered effectively.
- The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs and gifted and talented children, and differentiated as appropriate.
- Planning is done in the best possible way and with relevant goals to the needs of the children.
- The procedures for assessment meet all legal requirements, and results are published.
- There is equality of access to the whole curriculum.

The Principal will ensure that:

- School policies are approved and/or reviewed at appropriate intervals.
- All school policies and procedures are checked against the principles set out in the curriculum policy.
- All teaching staff fulfil their roles and responsibilities.

Date September 2022	Analyzed and made: Dr Yulotli Pervill School Principal	Reviewed and authorized: Mr Ramy Fathy School CEO
	Coordinators Arabic Math English	