

Curriculum Policy

1 Purpose

The TSPS curriculum has at its base three key elements - the school's mission and vision, relevant subject areas and the current curriculum principles. It aims to groom caring, confident and competent graduates equipped with a range of 21st century learning skills through the focused curricular activities supported by appropriate academic approach.

2 Scope

The curriculum aims to enable all learners to become caring, compassionate and responsible citizens, confident individuals and leaders with courage of convictions and competent learners equipped with 21st century skills.

The curriculum is also shaped by the local and national context and updated regularly.

It also aims to:

- enable students to develop knowledge, understand concepts, acquire skills and develop the ability to choose and apply these in relevant situations to solve problems;
- provide students with challenge and a sense of achievement;
- provide continuity, progression of learning and differentiation;
- build confidence and give satisfaction and enjoyment, thereby giving students a positive attitude to learning;
- provide opportunities for students to develop their independent thinking and innovative skills;
- enable students to link areas of knowledge in a spirit of enquiry and curiosity; transfer skills from one area to another;
- develop for themselves an active and healthy lifestyle;
- motivate learners to be reflective, who understand their strengths and how they can be used; can identify areas for development and know what to do in order to make progress;
- aid students to show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed;
- provide enrichment and support through provision of additional activities such as Personal Enrichment Programme, Career Interface, Community Engagement Programme, Environmental endeavours, educational visits, visiting speakers, field trips etc.

3 Foundation Stage

The Foundation Stage curriculum complies with the **Early Years Foundation Stage framework**. Learning is achieved through:

- playing and exploring- engagement
- active learning - motivation
- creative and critical thinking- thinking

Areas of Learning and Development	Aspects
Prime Areas	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Making Relationships • Self-Confidence And Self-Awareness
	<ul style="list-style-type: none"> • Managing Feeling And Behaviour
Physical Development	<ul style="list-style-type: none"> • Moving And Handling
	<ul style="list-style-type: none"> • Health And Selfcare
Communication And Language	<ul style="list-style-type: none"> • Listening And Attention • Understanding
	<ul style="list-style-type: none"> • Speaking
Specific Areas	
Literacy	<ul style="list-style-type: none"> • Reading
	<ul style="list-style-type: none"> • Writing
Mathematics	<ul style="list-style-type: none"> • Numbers
	<ul style="list-style-type: none"> • Shape, Space And Measures
Understanding The World	<ul style="list-style-type: none"> • People And Communities • The World
	<ul style="list-style-type: none"> • Technology
Expressive Arts And Design	<ul style="list-style-type: none"> • Exploring And Using Media And Materials
	<ul style="list-style-type: none"> • Being Imaginative

4 Key Stages 1 and 2

In KS1 and 2 we follow the **National Curriculum for England**. In the Primary Phase, the curriculum is broad and balanced and is relevant to children. The curriculum meets the needs and interests of all learners, build on students' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.

National Curriculum subjects for key stages 1 and 2

Area of Learning and Development	Aspects
Core subjects	English
	Mathematics
	Science
	Arabic
Non-core subjects	Computing (ICT)
	Understanding the world- Social Studies
	Languages - French (Year 3 onwards)
	Art and design
	Music
	Islamic studies/PSHE
Physical education (PE)	

The school promotes and provides numerous opportunities for the development of:

1. Research and other 21st century learning skills through independent enquiry using technology.
2. Communication skills through drama, elocution, role play, listening and speaking as an effective communicator.
3. Social skills by interacting with peers, displaying mutual respect and tolerance, ability to deal and resolve conflict.

Personal Enrichment Programme (PEP) further develops areas of specific interest in students through a range of activities including ballet, creative writing, science club, math club, sports and ICT.

5 Key Stage 3

Key Stage 3 covers students learning in Years 7, 8 and 9. The curriculum is framed on the lines of the **National Curriculum for England**. It essentially builds on the learning in Key Stage 2 and provides the foundation for Key Stage 4. There is strong impetus on developing foundation in all key subject areas.

The subjects are:

- English
- Mathematics
- Arabic
- Islamic Studies/PSHE
- Science
- Social studies
- ICT/Computer Science
- French
- Humanities
- Expressive Arts

The Personal Enrichment Programme further develops students' critical thinking, application of subject knowledge and helps them to acquire life skills for the 21st century.

6 Key Stage 4

Key Stage 4 relates to courses studied in Years 10 and 11. Teaching is focused to prepare students for the IGCSE/GCSE examinations at the end of this key stage.

Students will pursue **seven** IGCSE courses. Students follow flexible pathways which are designed based on the student needs and interest.

Four subjects are compulsory and will be taken by all students.

- English
- Mathematics
- Environmental Management
- ICT/Computer Science

In addition, they will have to choose the remaining four from a range of optional subjects which permits a very large number of possible combinations. The optional subjects offered are Physics, Art & Design, Chemistry, Biology, Accounting, French, Business Studies, Economics, Geography, Physical Education, Sociology and History.

All students of Year 10 and 11 are also required to study the following Non IGCSE subjects:

- Arabic (General / Special)
- Islamic Studies / PSHE

- Physical Education

7 Sixth Form

The Sixth Form (Key Stage 5) is the final two years of secondary schooling during which students are prepared for their A-level examinations. The first year (Year 12) is AS level and the next year (Year 13) is A2 level. A/AS Levels are internationally benchmarked qualifications providing excellent preparation for university education.

AS (Advanced Subsidiary) LEVEL:

Math, Physics, Chemistry, Biology, Business studies, Economics, Accounting, Applied ICT, Environmental Management, Art & Design, English, Psychology and Computer Science.

A2 (Advanced) LEVEL:

Math, Physics, Chemistry, Biology, Business Studies, Economics, Accounting, Art & Design, Applied ICT, Psychology, Computer Science and English.

Moral Education will be taught to all students in Years 2-10. Design and Planning Curriculum is mapped out for the school from the Foundation Stage till the end of Key Stage 3 - ensuring that all learning is memorable and meaningful and that cross-curricular links are made. The topics are designed to ensure there is clear progression of knowledge, skills and content across the school using the relevant frameworks. The curriculum maps detail the topics undertaken each half term from FS through to Year 9. National Curriculum objectives are incorporated into detailed Programmes of Study for Years 1 to 9, thus ensuring progression and continuity in topics and subjects taught. These objectives are broken down into weekly achievable lesson plans using relevant, differentiated and engaging activities. Beyond Key Stage 3, the CIE/Edexcel qualifications specify the curricular outcomes.

8 Responsibilities:

8.1 Monitoring and Evaluation and Assessment

The Head of Teaching and Learning and Subject Leaders are responsible for overseeing and monitoring the delivery of the continuity and effectiveness of the curriculum through:

- regular formal and informal discussions with staff;
- monitoring of planning to ensure curriculum and key skills coverage
- book reviews alongside planning to ensure cross-curricular links are optimised;
- observing learning and teaching to ensure progress is being made within the topics;
- regular reviews of the curriculum through student discussion and open dialogue with parents and staff.

All teaching staff are responsible for the planning and delivery of the curriculum on a day- to-day basis and for making cross-curricular links where appropriate. They plan collaboratively to ensure clarity and consistency across the year

Review date: September 2020

Next review date: August 2021