



# Curriculum Policy

**Approved by:** Curriculum Committee

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## The King Fahad Academy Curriculum Policy

*Committed to a balanced education*

The King Fahad Academy (KFA), as one of the leading independent bilingual schools in the United Kingdom is authorised to provide the International Baccalaureate Organisation (IBO); Primary years programme (PYP), Middle years programme (MYP) and Diploma programme (DP).

### IB Mission Statement

As a IB World School we share a common philosophy to rest of the IB community - a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”.*

### IB Learner profile

We are committed to developing the learning skills and attributes of the IB learner profile. Our learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Courageous, Balanced and Reflective

## 1. Introduction

The KFA curriculum policy refers to the range of interaction and experiences; outcomes and expectations for learning with reference to the KFA mission, vision, philosophy, the written and co-curricular structures and strategies that promote learning and enable our students to acquire knowledge, understanding, skills and the ability to adapt to changes in the world around them.

### 1.1. Aim

The aims of the curriculum policy is to establish entitlements and standards, and to provide directives, pointers and clarity for content and teaching, to ensure that structured learning takes place across a broad range of contexts. It also set out to determine the extent to which the curriculum provides adequate experiences and equal opportunities for meaningful learning and progress in the *modern and British society*. The policy also provides the basis for determining the extent to which the KFA fulfils the requirements of the IB curriculum at four levels: the Early Years Foundation Stage, PYP, MYP and IB Diploma.

## 1.2. Objectives

The programme of learning is broad and balanced for all students. The curriculum provision is based on the principles of fairness and sustainability: there are common core experiences with the opportunity for personal choice. The co-curriculum supports and enhances learning. The curriculum combines preparation for outstanding success in public examination and future careers with support for personal growth and happiness. Students are encouraged to become resilient and self-motivated by being open-minded, celebrating successes and learning from mistakes. We provide academic challenge that fosters a love of learning and inquiry. We value active learning, with real world engagement: we promote collaboration, intercultural understanding and entrepreneurial endeavour. We support students to be a positive influence on the educational aspiration of others both within the school community and beyond.

## 1.3. Our Principles and Values

For the school curriculum to provide opportunities for all pupils to learn, achieve and flourish it should:

provide an unpressurised but challenging and engaging learning environment, based around a child's readiness to learn; be broad and enriching in its coverage and scope; provide opportunities to experience the enjoyment and stimulation of learning; enable learners to see learning as an enjoyable lifelong process; enable them to make constructive choices throughout their lives in order to achieve economically and personally as responsible global citizens.

*Key aspects of learning included in the curriculum incorporate – motivation, empathy, social skills, communication, enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, self-awareness and managing feelings. In any learning experience, learners draw on a range of skills, attitudes and knowledge to develop new understandings and build concepts. These cross-curricular learning skills focus on cognitive and affective aspects of learning and are integral to becoming a lifelong and effective learner.*

### **To achieve this:**

- 1.** The curriculum is about the development of the whole person. Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that learners can: show and know success in a variety of ways; develop and maintain positive self-esteem; follow healthy and safe lifestyles; show courtesy, consideration and good humour to others; be constructive, critical members of a global society; articulate their own opinions and needs.
- 2.** All learners are given equality of opportunity in learning by providing a curriculum that meets the needs of every learner in a relevant, flexible and responsive way, so that learners can: take an active part in their own learning in school and want to be lifelong learners; be engaged in making decisions about their own learning; be responsible, honest, caring and confident; use technology effectively, efficiently and ethically as a tool for finding, thinking, making and doing.
- 3.** The school curriculum builds on learners' strengths, interests and experiences both inside and outside school, including those developed by their first educators – their parents and carers, and equips them with the skills to become confident, enthusiastic and effective learners, so that they can: be engaged in making decisions about their own learning in

school; communicate effectively; take risks, responsibly and creatively; enjoy and achieve; be responsible, honest, caring and confident.

4. Skills and processes are embedded in a wide range of practical, theoretical and creative curriculum opportunities. This will engage learners in problem solving, enquiry and creative thinking, enabling them to become adaptable, responsive and innovative, so that they can: communicate effectively; work independently and collaboratively.
5. The curriculum presents learners with new challenges and opportunities. Through experiencing the curriculum in a range of contexts, learners learn to take risks and rise to challenges, so that they can: be flexible, resourceful and able to adapt to new situations in a rapidly changing world; show initiative, resilience and confidence; take risks, responsibly and creatively.
6. The curriculum focuses on knowledge creation as well as knowledge acquisition. By making connections between different bodies of knowledge, learners create new learning for themselves, so that they can: be willing and able to learn new skills; think analytically and develop reasoning and enquiry skills.
7. The curriculum reflects the learners' place in their local community. It gives them opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that they can: contribute to the local community both in school and outside; value themselves, their families and others around them; value the diversity in our society and others', and the environment in which we live; participate in decision making and contribute to the community; show courtesy, consideration and good humour to others.
8. The curriculum reflects the learners' place in the global community. It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can: be flexible, resourceful and able to adapt to new situations in a rapidly changing world; enjoy and flourish when at key transition points in their lives; understand the connectedness of their community within the national and global communities; use global resources wisely and contribute to environmental sustainability; recognise their role and responsibilities as members of a global society by understanding their own values and attitudes; recognise the commonness of humanity, transcending national boundaries.

#### **Our aim is that our learners will develop...**

1. **Values**- value and respect themselves, family and others around them and further afield; value diversity in our local and global societies; value the environment in which we live; show courtesy, consideration and good humour to others; recognise roles and responsibilities as members of a global society through understanding their own values and attitudes; be responsible, honest, and caring; develop and maintain high self-esteem.
2. **Enjoyment** - enjoy and achieve; follow a healthy and safe lifestyle; be innovative and enterprising; cope effectively with change and diversity.
3. **Thinking skills** - develop thinking, reasoning and enquiring skills; engage in sustained, shared thinking with other learners; develop analytical skills; think creatively, imaginatively and critically.
4. **Decision making skills** - be confident to make decisions about their own learning; make choices in their day to day learning; make decisions which make a positive contribution to the school or local community; problem solve; be flexible, resourceful and adapt to new situations in a rapidly changing world.

5. **Learning opportunities** - be willing to learn new skills; incorporate technology efficiently, for thinking, making and doing; be willing to take risks; work independently and as a team member; show initiative and resilience

## 2. Curriculum Continuum:

<p><b>Primary Years Programme (PYP)</b> <i>Grades 1 to 5</i></p>	<p>The Primary Years Programme (PYP) presents us with a comprehensive plan for high quality, international education.</p> <p>It provides a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.</p> <p>We work with the five elements to construct a rigorous and challenging primary curriculum for international education.</p> <p>The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.</p> <p>The PYP is organized according to:</p> <ul style="list-style-type: none"> <li>• <a href="#">The written curriculum</a>, which explains what PYP students will learn</li> <li>• <a href="#">The taught curriculum</a>, which sets out how educators teach the PYP</li> <li>• <a href="#">The assessed curriculum</a>, which details the principles and practice of effective assessment in the PYP</li> </ul>
<p><b>Middle Years Programme (MYP)</b> <i>Grades 6 to 10</i></p>	<p>The Middle Years Programme (MYP) comprises eight subject groups:</p> <ul style="list-style-type: none"> <li>• <a href="#">Language acquisition</a>.</li> <li>• <a href="#">Language and literature</a>.</li> <li>• <a href="#">Individuals and societies</a>.</li> <li>• <a href="#">Sciences</a>.</li> <li>• <a href="#">Mathematics</a>.</li> <li>• <a href="#">Arts</a>.</li> <li>• <a href="#">Physical and health education</a>.</li> <li>• <a href="#">Design</a>.</li> </ul> <p>The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.</p> <p>Each year, students in the MYP also engage in at least one collaboratively planned <a href="#">interdisciplinary unit</a> that involves at least two subject groups.</p> <p>MYP students also complete a <a href="#">long-term project</a>, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or</p>

	criteria for completing it
<b>Diploma Programme (DP)</b> <i>Grades 11 and 12</i>	<p>The Diploma Programme (DP) curriculum sets out the requirements for study of the DP.</p> <p>The curriculum is made up of the DP core and six subject groups.</p> <p>Made up of the three required components, the DP core aim is to broaden students' educational experience and challenge them to apply their knowledge and skills.</p> <p>The three core elements are:</p> <ul style="list-style-type: none"> <li>• <a href="#">Theory of knowledge</a>, in which students reflect on the nature of knowledge and on how we know what we claim to know.</li> <li>• <a href="#">The extended essay</a>, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.</li> <li>• <a href="#">Creativity, activity, service</a>, in which students complete a project related to those three concepts.</li> </ul> <p>The six subject groups are:</p> <ul style="list-style-type: none"> <li>• <a href="#">Studies in language and literature</a></li> <li>• <a href="#">Language acquisition</a></li> <li>• <a href="#">Individuals and societies</a></li> <li>• <a href="#">Sciences</a>.</li> <li>• <a href="#">Mathematics</a></li> <li>• <a href="#">The arts</a>.</li> </ul>

### 3. Teaching and learning:

The curriculum structure and delivery should transform the academy into a centre of outstanding and inspirational teaching and learning (refer to the Teaching and Learning Policy).

### 4. Curriculum Organisation and time allocation:

In the **IB Diploma**, the **written curriculum** reflects the IB philosophy and is fully structured around the diploma core requirement consisting of CAS [Creativity, Action and Service], TOK [Theory of knowledge] and the EE [Extended Essay]. Both higher level [HL] and Standard level [SL] subjects reflect the standard time allocation for teaching: 240 hours for HL subjects and 150 hours for SL over two years of studies. The teaching and learning in diploma lessons reflect general and subject-specific methodologies and IB philosophy. Currently, the IB diploma subjects taught at the academy covers all the six subject groupings of the DP programme and is open to eligible students 16 – 19 years old.

The **MYP written curriculum** also incorporates the IB philosophy, based on the IB Standards and Practices with the content and learning experience determined by collaborative planning, vertical and horizontal, to ensure that all aspects of interdisciplinary learning are considered, discussed and shared across the MYP grades in the secondary section of the academy. The MYP curriculum framework is carefully structured to support pupils' learning between the ages of 11 – 16. The written curriculum starts with the subject overviews serving as schemes of work to support long term planning. The core of the MYP written curriculum is the MYP unit. Each unit consists of Key concepts and two or more related concepts, as well as global contexts. Inquiry is the main method of teaching and learning. There are eight subject groups in the MYP and each subject could have several units. There are four teaching Objectives in each MYP subject, and the contents of the unit plans reflect these objectives. The recommended teaching hours for each subject from grade 6 – 8 is 50 hours per academic year and these increase to a minimum of 70 hours per subject at grade 9 and 10, the last two years of the MYP.

Each MYP subject is supported by an up-to-date scheme of work or overviews and unit plans, with indications of what is to be learned, how it will be taught and when it will be taught with outlines of resources required for effective teaching and learning. The schemes of work further outline any health and safety issues, differentiation strategies, opportunities for assessment and cross curricular links.

In line with the Diploma, Middle Years curriculums, the PYP curriculum develops in students, independence and responsibility for their learning. It enables them to gain understanding of the world, establish personal values and developing international-mindedness. International-mindedness and the learner profiles are at the heart of teaching and learning right across the IB curriculums at the KFA. The exception being that teaching and learning in PYP is transdisciplinary, where disciplines and boundaries are blurred, where issues are studied via a shared approach through inquiry.

The **Primary Years Curriculum** framework is designed for students aged 3 -12 years old. Accordingly, the KFA implements the programme from pre-K to grade 5. The focus of the programme is the development of the whole child as an inquirer both inside the classroom and in the outside world.

The most significant feature of the PYP is the six transdisciplinary themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet.

At the KFA, we believe that children should not learn subjects in isolation. Accordingly, primary teachers receive training to deliver the lessons by integrating and relating separate subjects to the real life.

As a bilingual school, homeroom teachers collaborate with the Arabic teachers to deliver lessons collaboratively. Classroom teachers take responsibility for the language of instruction, English language, Mathematics, Unit of Inquiry, by integrating social studies and science.

## 5. Teaching and learning resources:

All sections of the school and all curriculums have essential learning resources consisting of two ICT labs, Learning Resource Centre [LRC], and corresponding subject departments. Furthermore, the LRC contains books and references to support teaching and learning. Heads of department and coordinators can order books and exams papers via the librarian. The science department is served by 7 laboratories managed by two science technicians. The art department has two art rooms, while the design workshop comprises two sections to handle both digital and product aspects of design. There are three full size gyms one each for the girls upper, boys' upper and the primary school. All facilities are well-maintained and in use by all sections of the school.

## 6. Expectations of departmental documentation:

As a matter of good practice, the following documents and practices are mandatory for each department:

### 1. **Policies:**

- i. Aims and objectives
- ii. Teaching and learning strategies
- iii. Cross curricular links
- iv. Differentiation strategies
- v. Marking
- vi. Homework
- vii. Assessment and Recording
- viii. Reporting
- ix. Resources
- x. Health and Safety issues
- xi. Contribution to literacy
- xii. Contribution to numeracy
- xiii. Use of ICT
- xiv. Contribution to SMSC

### 2. **Valid and-up-to date Scope & Sequence/ Subject Overviews /Units Of Work:**

- i. What is to be learned
- ii. How it will be taught
- iii. When it will be taught
- iv. Resources
- v. Health and Safety issues

- vi. Differentiation
- vii. Opportunities for assessment
- viii. Cross curricular links

### 3. **Lesson Plans directly linked to the scheme of work:**

The following key features should be clearly visible in your lesson plans:

- **Rationale** of the lesson, with reference to teaching, learning and pupil achievement. This principally refers to the **learning objective(s)** and the **learning outcome(s)**.

**Learning objective** is what the teacher intends pupils to learn by the end of the lesson; while **learning outcome** is a demonstration of the skills and knowledge that pupils have acquired, during or at the end of the lesson.

Teaching and learning interactions must be closely linked to the learning objectives, while pupil achievement is the manifestation of the **learning outcome** – indeed; it is the **success criteria** of your lesson.

- **Link:** brief comments on: **1.** how the lesson links with previous lessons and **2.** How the lesson links with the next ones. Please note that links are easily made if the schemes of work/unit plans are well structured.
- **Structure:** Clear indication of what will take place during the lesson. This could be timed or listed as sequences of events and activities.
- **Differentiation:** Differentiation should be stated in your **teaching objectives** and **learning outcomes**. This should be followed by indications of the various strategies you plan to provide the **scaffoldings and support** to enable your differentiated groups to achieve and demonstrate some learning outcomes by the end of your lessons.
- **Homework:** should clearly relate to the lesson taught and to upcoming lessons. It should clearly describe **what task** should be done and **when** it is due by.

### 4. **Data & Analysis to inform teaching & learning:**

- i. Attainment on entry to set benchmark
- ii. Continuous Assessment Record
- iii. End of Term Assessment Record
- iv. Performance indicators
- v. Analysis of results
- vi. Priorities for improvements
- vii. Group and Individual Targets

### 5. **Evidence of Monitoring:**

- i. Observation of lessons/peer/HOD/Heads/General Director
- ii. Checking Books
- iii. Checking planning/lesson plans/worksheets

- iv. Lesson plans, worksheets and planned schedule of activities to be readily available for cover lessons

### 7. Assessment, recording and reporting:

Assessment and reporting should be at the centre of teaching and learning. Refer to the Assessment, Recording and Reporting Policy.

### 8. Professional development:

To enrich the curriculum and promote good practice, the KFA is committed to full and regular professional development of teachers and supporting staff. Refer to the Professional Development Policy.

### 9. Functional and impartial careers advice for students:

Our curriculums provide and facilitate opportunities for students and parents to see and hear at first hand, from independent careers advisors in and off campus, awareness and opportunities to various careers and the routes to responsibilities and opportunities of life in British society. We organise career trips to places like Skills London, ULAS, UCAS, and BridgeU symposiums and talks that help to connect young people to employers and universities in the UK and internationally.

For the younger classes, this link with jobs begins early with invitation for talk and demonstration by the NHS Ambulance Service, the Fire Service and the Police.

These initiatives are intended to enable all students to make informed choices about a broad range of careers impartially and to enable them to fulfil their full potential.

### 9. Monitoring, Evaluation and Review of the curriculum (MER)

To enrich the curriculum and ensure that the students make the expected progress, the following practices are rigorously implemented and monitored.

#### 10.1. Subject Review that reviews:

- Lesson observations
- Pupil book scrutiny
- Student reflection
- Review of the written curriculum

### 11. Co – curricular

Co-curricular activities provide the breadth to the educational experience that enables us to support and nurture well-balanced young people. Activities include:

- Day and residential visits
- Creativity Activity Service
- Community and service
- Subject enhancement activities such as lectures and visiting speakers
- Competitions