

Junior School Curriculum Policy 24/25

Kent College Dubai



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DUBAI

Approved by Principal:	Tim Hollis	
Approved by KCD Board Representative :	Muireann Carroll	
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KCD	Authorised	Stamp

I acknowledge that I have read, understood and accepted ownership of this policy document and at the next formal review, the below signatories will replace those named above.

Muireann Carroll

Tim Hollis, Principal, Kent College Dubai

Muireann Carroll, Board of Governor



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1. INTRODUCTION

Vision

Developing the full potential of each individual.

Mission

To develop happy pupils, in an engaging, enabling and empowering environment, based on traditional core values in pursuit of career readiness and excellence.

Values

* integrity * tolerance * respect *

Based on our Vision, Mission and Values, the EYFS and Junior School curriculum is designed to:

- provide a broad curriculum so that pupils have the opportunity to experience a wide range of subjects before entering the Senior School. Each pupil is encouraged to explore the full spectrum of subjects in order to discover their own particular strengths and interests. Through a variety of opportunities we offer effective preparation of pupils for the opportunities, responsibilities and experiences of life in modern society.
- be complemented by wide-ranging extra-curricular activities.
- to maximise the potential of each individual.
- provide high quality learning to enable all pupils to acquire the skills, knowledge and concepts relevant to their future;
- promote an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- enable pupils to become active, responsible and caring members of the school and wider community, with a continued focus on Sustainability from 2021-22.

2. CURRICULUM

Kent College Dubai follows the National Curriculum for England and Wales which has been adapted to suit the context of the UAE and to incorporate Ministry of Education subjects where appropriate. English, Mathematics, Science, UAE Social Studies, Arabic A and Islamic studies are considered core subjects.

Humanities is taught through a connected curriculum (labelled on timetables as Connected Learning) where learning is based around a topic or theme and pupils are encouraged to contribute their interests and questions to develop the learning. Links are made to the topic in all subjects where appropriate to support pupils in making links between content in different subjects.

Teachers are encouraged to use entry and exit points, or EXPO days, to motivate the learning. Trips and visitors are also encouraged as appropriate to support the learning

The Curriculum is overseen by the Deputy Headteacher in the Junior School.

- Subject coordinators are responsible for ensuring coverage of the curriculum objectives for their subjects and for monitoring and reviewing this termly. They work closely with Year Leaders who guide this in their year group.
- In addition to their normal teaching load, staff are expected to run or assist three extra curricular activities across the course of the academic year, one each term.

MSCS

As required by the KHDA and the UAE National Agenda, we follow the prescribed Moral Education Curriculum. Each pupil in Years 2-6 receives 40 - 60 minutes of MSCS each week and is taught in a specific timetabled lesson and objectives are integrated across other curriculum subjects. The activities for MSCS



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are encouraged to be active with children participating in drama, art and discussion to develop their understanding of the subject.

STEAM

In the Junior School STEAM is taught by a specialist teacher where pupils are offered practical opportunities linking the DT curriculum with other STEAM subjects. In KS2, STEAM and Art taught by specialist teachers are timetabled for half an academic year each. Link to the overview [here](#).

LIBRARY

The role of Kent College Library, in partnership with the teaching staff, is to provide an active and stimulating information resource to enhance learning. Library lessons have been allocated and planning for these lessons is expected to ensure pupils gain a greater understanding into the workings of libraries and to engage them in further reading across the curriculum.

PHONICS AND SPELLING

Phonics and Spelling are taught through the Read, Write, Inc. scheme. Pupils are assessed termly and grouped accordingly for their phonics lessons. There is fluidity in groupings and pupils may move to a different group between assessment periods if the teachers agree that this is in the best interests of the child.

3. ACADEMIC TIMETABLE

- In EYFS the timetable is flexible so as to allow for extended play opportunities as well as structured activities. There will be a morning snack time and a lunch break. Pupils in EYFS will have specialist lessons taught for PE and Performing Arts as well as a weekly Arabic assembly.
- In Years 1 - 6, the day is split up into 20 minute periods, with 20 minutes for break and 40 for lunch.
- Subject allocation in Key Stages 1 and 2 is as follows. Arabic, Performing Arts, Art/STEAM, Islamic Studies, PE and MFL are taught by specialist teachers. All other lessons are taught by the class teacher.

Subject	Lesson allocation KS1	Lesson allocation KS2 (1 period = 20 minutes)
English	12	15
Library	2	2
Phonics (KS1)/ Spelling (KS2)	4	3
Mathematics	14	15
Science*	6	6
Connected Learning* (Geography/History)	3	3



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MSCS	2	2
Computing	2	2
MFL (Year 6)	0	2
PE (including swimming)	6	6
Performing Arts	2	3
Art/STEAM	3	2

History and Geography are taught through a thematic approach called Connected Learning (*). Science and Connected Learning may be blocked to allow for depth of study. Any additional time is used to teach Connected Learning.

Using guidance from the Ministry of Education, the following are the timetable allocations for these subjects:

	Year 1	Year 2 - 3	Year 4 - 6
Arabic B + Arabic A/Flexitime	6 0	8 4	8 2
Islamic/Flexitime	2	6	4

Whilst the MoE have determined that Arabic and Islamic Education are not a compulsory subjects for pupils in Year 1, at KCD we plan to provide;

- Arabic A support and preparation work for Arabic pupils in Year 1 as they prepare for the formal curriculum at the start of Year 2. This is three 40 minute periods each week.
- A foundation understanding of Islamic values for Year 1 pupils as they prepare for formal teaching in Year 2. This will consist of one x 40 minute periods each week.
- A foundation of understanding of the basic Arabic language is covered in FS2. This will consist of one 40 minute period a week split into 20 minute teacher-led Arabic singing and speaking lessons within the classroom and 20 minutes of activities in the provision to practice Arabic skills.

4. EXPECTATIONS FOR LEARNING

EYFS

In the Foundation Stage, learning is practical and innovative. Classrooms, corridors and outdoor learning areas are to be set up in a way that facilitates creative, collaborative, child-led, active, challenging and independent learners. This core provision, indoors and outdoors, is available to all children and reflects the needs of all children as dictated by the rigorous assessment procedures embedded across FS. This provision is leveled and ensures that the Characteristics of Effective Learning are at the forefront of our practice and places emphasis on the EYFS Prime Areas of Learning. The Characteristics of Effective Learning are the ways



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in which children engage with other people and their environment, through play and exploring, active learning and creating and thinking critically.

Our carefully designed Continuous Provision allow for and develops:

- Learning through exploration
- Child-initiated learning
- Promoting independence in making choices
- Becoming active learners
- Supporting children's learning across the 7 areas of learning and development in the EYFS

In FS, pupils' learning is shared on Seesaw and daily with parents during drop-off and pick-up. In addition, FS classes have a writing book to record learning. Teachers assess against the 7 areas of learning and note progress and attainment using OTrack and Boards of Boards of Brilliance (BOB) Boards.

Years 1 and 2

As children move through KS1, play is encouraged to support learning and within Year 1, a more play based structure is being implemented. More formal lessons require children to evidence more learning in books and practical resources are encouraged. Practical learning is shared on Seesaw across both Year 1 and 2. Teachers use Flexi time to promote choice of activity and play, as well as being used to review targets for individual pupils. Collaborative learning is expected and teachers use a wide range of strategies to promote discussion in classrooms.

Year 3 - 6

In KS2, collaborative learning is expected and teachers use a wide range of strategies to promote discussion in classrooms. There is an expectation for learning to be recorded in books and for pupils to become increasingly independent with tasks set. All pupils have a device and are encouraged to access learning opportunities independently using this device.

Learning objectives and Success Criteria

A learning objective must be shared each lesson, either verbally in practical lessons or evidenced in exercise books where children are recording learning.

Success criteria should be evident in each lesson. It should list the key features that need to be included by pupils to meet the learning objective. At Kent College, this could be a list of key features for pupils to include in their learning or step by step statements to guide pupils to the correct method, in Maths for example.

Sometimes Success Criteria is evident in books and children self assess against statements. Teachers mark against the criteria, assessing pupil's understanding and giving next steps to move learning forward.

Information about when Success Criteria should be evidenced in books comes directly from Core Subject Leaders as below:

English	Success Criteria should be visible every lesson where learning is being completed in books.
Maths	Success Criteria should be visible if a specific process or skill is needed to further support pupils' learning, e.g. operational processes or step by step guide to column addition.



	It is not needed in books for every lesson unless specific year groups deem it necessary to positively impact on learning.
Science	Success Criteria should be visible for working scientific activities which involve multiple processes, e.g. writing up an experiment or what to include in a conclusion. Having a Success Criteria is not needed for every lesson unless specified as above. A date and Learning objective should be used for every lesson.
MSCS	Success Criteria does not need to be evident in books. MSCS Lo must be evident in books as per template .
Connected Learning	Success Criteria does not need to be evident in books. Big Question and LO should be linked as per template

Supporting policies: [Assessment Policy](#), [JS Presentation policy](#), [JS Handwriting policy](#)

5. INCLUSION

- The JS Inclusion Coordinator co-ordinates the Inclusion team and support needs. The JS Inclusion Coordinator attends a weekly meeting with the Junior School Senior Leadership Team to discuss the needs of the Inclusion department.
- Pupil's Special Educational Needs are classified into 3 levels based on needs and support required. Level 1 needs are mostly met through quality first teaching in the classroom. Level 2 needs may require additional intervention and support both in and out of the classroom. Level 3 needs often require significant curriculum modifications.
- All children on the Inclusion register have a pupil profile which details needs and specific strategies to support, these are shared with all teachers and support staff. Some level 2 and all level 3 pupils have an IEP with specific targets which are reviewed termly. These are also shared with class teachers, specialists, support staff and parents.
- Some level 3 pupils require 1:1 support, which is approved by both the parents and the KHDA. 1:1 learning support assistants are trained and supported by the Inclusion team.
- Some pupils have a language exemption recommended by an Educational Psychologist and approved by the KHDA. During these sessions pupils work towards their IEP targets.
- Regular meetings between the Inclusion department and class teachers ensure that best practice is shared from specialists to further support teachers' understanding of individual needs. Small group CPD is given to staff who require it, when working with a pupil with specific needs. Whole school CPD is also given throughout the year to ensure all members of staff are aware of the protocols in place for SEND pupils.

6. REPORTING TO PARENTS

- Parents receive two reports on their child's learning, one in December and the other in June. These will include effort and attainment grades.
- All pupils in Years 1-6 have a Pupil Academic Diary which is a Reading link between home and school. Teachers use email or Seesaw as the most efficient way to contact parents and teachers build positive relationships with parents regularly sharing progress information on an individual basis depending on the child.
- Parent Conferences are held between parents/guardians, pupils and teachers on two occasions



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during the school year. Parents and pupils are invited together to discuss the pupil's progress. These meetings are held in a face-to-face format whilst opportunities for online meeting are still available for those parents who are unable to attend in person..

- Parents concerned about their child's academic progress regularly contact the class teachers and may visit the school by arrangement to talk with the relevant teacher. Class teachers will share their availability to meet online with parents or invite them into school.

7. HOME LEARNING POLICY

Home Learning is optional and specific to each year group. This consists of the activities as seen in below table. Reading is expected three times a week with parents signing the Pupil Academic Diary (PAD) to confirm this has been done.

Additional Maths Home Learning is provided on a half termly basis by sharing the current unit of work from White Rose Maths with parents.

*The Home Learning breakdown across Phase 2 can be found in Appendix A**



APPENDIX A

KENT COLLEGE HOMELEARNING POLICY

The school believes that homelearning is an important part of pupils' learning. Homelearning will be set as outlined below and pupils will be encouraged to establish good habits. Pupils are encouraged to participate in homelearning activities to support their learning in school.

Year group	Platform and day
Year 1 60 minutes reading 3 additional activities	Monday Reading - 15mins per day (BugClub, ORT, Library) Phonics - Specific to phonics group
	Tuesday Reading - 15mins per day (BugClub, ORT, Library)
	Wednesday Reading - 15mins per day (BugClub, ORT, Library)
	Thursday Reading - 15mins per day (BugClub, ORT, Library) Phonics - RED words
Year 2 60 minutes reading 3 additional activities	Monday Reading - 15mins per day (BugClub, ORT, Library) RED words for the week are put on Seesaw for learning.
	Tuesday Reading - 15mins per day (BugClub, ORT, Library)
	Wednesday Reading - 15 mins per day (BugClub, ORT, Library) Numbots - 15mins encourage via Seesaw
	Thursday Reading - 15 mins per day (BugClub, ORT, Library) Phonics - the sounds that we learnt this week are put onto Seesaw for consolidation
Year 3 60 minutes reading 3 additional activities All set on Monday (Project-based EXPO also to be completed over the course of a term linked to learning theme)	Monday <ol style="list-style-type: none"> 1. Reading - 15 minutes 2. Maths - TTRS, we also send out white rose maths units at the beginning of each topic which we encourage parents to do with their child each week but this is optional. 3. Spellings - Spelling shed linked to Year 3 spelling words - termly spellings are also shared with parents on seesaw with a weekly spelling test.
	Tuesday Reading - 15 minutes



	English - Spelling practise
	Wednesday Reading - 15 minutes English - Spelling practise
	Thursday Reading - 15 minutes
<p>Year 4 80 minutes reading 3 additional activities</p> <p>(Project-based EXPO also to be completed over the course of a term linked to learning theme)</p>	Monday Maths - TTRS Reading - 20 min
	Tuesday English - Spelling Shed linked to the weekly focus and Year ¾ spelling words Reading - 20 min
	Wednesday English - Bug club reading Reading - 20 min
	Thursday - Reading - 20 min
<p>Year 5 80 minutes reading 3 additional activities</p> <p>(Project-based EXPO also to be completed over the course of a term linked to learning theme)</p>	Monday Reading - 20 minutes Grammar - Bug Club game
	Tuesday Reading - 20 minutes Maths - TTRS/assigned maths activity
	Wednesday Reading - 20 minutes English - SpellingShed
	Thursday Reading - 20 minutes
<p>Year 6 120 minutes reading 3 additional activities</p> <p>(Project-based EXPO also to be completed over the course of a term linked to learning theme)</p>	Monday Reading - 30 minutes (either book, library) Maths - TTRS
	Tuesday Reading - 30 minutes Maths - White Rose Maths activities
	Wednesday Reading - 30 minutes English- Spelling shed (curriculum termly words)
	Thursday Reading - 30 minutes



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1. The nature, type and length of homelearning will vary according to the age of the pupil.
2. The amount of homelearning will gradually increase as pupils pass through the school. The amount of time spent on homelearning may vary between individual pupils but suggested times are provided.
3. Each pupil will be supplied with a pupil academic diary (PAD) in which to record reading at home. Class teachers are responsible for issuing the dairies and for monitoring their use. Class teachers should check and sign PADs on a regular basis, normally each week.