

Senior School Curriculum Policy

Kent College Dubai

**Approved by
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**Approved by
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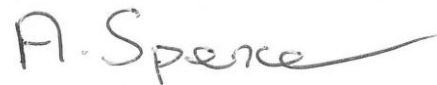
KCD Authorised Stamp



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.



Tim Hollis, Principal, Kent College Dubai



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1. Curriculum

1.1 Subject Choices

KS3 pupils are offered a variety of subjects in their curriculum in order to develop key learning skills, broaden their global perspective and enrich their opportunities for personal growth. Pupils in this key stage will take English, Science, Mathematics, Arabic (A or B), ICT, Modern Foreign Languages, Physical Education, Geography, History, Art, Design Technology, Drama and Music.

As pupils enter KS4, they are given the option to choose four GCSE/IGCSE option subjects (one of which must be Arabic), in addition to the compulsory subjects of English, Science and Mathematics. In addition to the subjects they undertake at KS3, pupils can now choose Business Studies. These subjects are chosen from option blocks provided by the school.

An [overview of SS timetable 2023-24](#) is visible here,

2023/24 GCSE Option Blocks

Block A	Block B	Block C
BTEC Business	Art	BTEC Hospitality
Business	Business	Business Studies
DT	DT	French
PE	Drama	History
Geography	PE	Geography
History	ICT	ICT
Music		Spanish

KS5 offers pupils a breadth of pathways as they are able to select subjects offered at A Level, IBTEC, IBCP or the IBDP. All of these courses run for two years and begin at the start of Year 12. These subjects are chosen from option blocks provided by the school.

2023/24 A Level/ IBTEC Option Blocks

Block A	Block B	Block C	Block D	Block E
Economics	Biology	Art	Drama	Ministry Arabic
English Literature	Geography	Business Studies	3D Design	Ministry Islamic
Mathematics	ICT	Chemistry	Physics	Further Maths
English	Music	History	Mathematics	
Mathematics	Psychology	BTEC Business (Single)		
Physical Education	Spanish			



BTEC Sports (Single)	BTEC Business (Double)			
Physical Education	BTEC Sports (Double)			

2023/24 IBDP Option Blocks

Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Language & Literature	French	Psychology	Biology	Mathematics AA	Chemistry
Language & Literature	Spanish	Business	Physics	Mathematics AI	Film
	Arabic		Environmental Systems & Societies		Visual Arts

2023/24 IBCP Option Blocks

Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
BTEC Performing Arts	French	Psychology	Biology	BTEC Performing Arts	Chemistry
BTEC Business	Spanish	Business	Physics	BTEC Business	Film
BTEC Sport	Arabic		Environmental Systems & Societies	BTEC Sport	Visual Arts

1.2 Post 16 Supplementary Curriculum

Pupils in the VI Form are provided with opportunities to complete qualifications which develop their interpersonal skills, leadership qualities and academic repertoire. These qualifications include the Extended Project Qualification (EPQ), Sports Leaders Award, Duke of Edinburgh and LAMDA. Furthermore, ECA opportunities such as MUN, Student TedEd and Kenterpise are further encouraged in order to broaden their perspectives.

1.3 National Agenda Priority Subjects

All pupils at Kent College Dubai are assigned a form group and form tutor at the beginning of each academic year. Two lessons per week are spent in form with a specific focus on the delivery of PSHE and the Moral Education Programme for pupils from Year 7 through to Year 13. Social Studies, Islamic Studies and Arabic are incorporated into the regular timetable.

1.3a Moral Education

Moral Education is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values that reflect the shared experiences of humanity.

This programme is delivered for 40 minutes each week by form tutors to their tutees. This programme is embedded within the whole school PSHE curriculum. With lots of topics overlapping, it often provides a cultural context to other PSHE topics.

1.3b Social Studies

Social Studies is a staple in the school timetable and specialists deliver the UAE curriculum during one 40 minute lesson each week from Year 7-10. This programme comes from the Ministry's belief in the importance of social studies and national education which are considered to be the centre of all school curriculums. It is related to the building of personalities, instilling the values of national identity, the practice of good citizenship which is an incubator of human function in history, geography, political science, economics, sociology and psychology, and the foundation from which humans move towards the future.

1.4 Careers

Careers is first covered in KS3 through the delivery of PSHE lessons. These are situated at the end of Year 8, which are based on pupils' views and characteristics and how these relate to different vocations. In Year 9, pupils take a more detailed look at future professions and these link to their strengths and what subjects they should be looking at for GCSE / Key Stage 5.

From Year 11, pupils have a careers lesson embedded into their timetable in which the Careers Counsellor delivers a bespoke curriculum that incorporates research into possible careers, higher education pathways and the development of professional skills. This curriculum runs through into the first half of Year 13 and evolves into university applications and preparation.

Careers resource examples		
Year 11	Year 12	Year 13

1.5 Setting

In core subjects throughout KS3 and KS4, pupils are set based on academic ability and aptitude. Progress and attainment is monitored regularly by departments and therefore class sets. While the timetable allows fluid movement, Heads of Faculty should not move pupils too regularly in order to avoid disruption to learning and to promote pupil-teacher relationships.

Non-core subjects in KS3 and KS4 are typically taught in form groups, however, a year group does not necessarily all have the same option subject at the same time. As a result, setting is not possible for these subject areas.

KS5 typically has only one class per subject in each year group/option block, however, class sizes are kept small to support mixed ability groups.

2. Academic Timetable

2.1 Weekly timetable

The Senior School timetable consists of 87 periods, each lasting 20 minutes. Monday - Thursday contains 19 periods, a break time and lunchtime. Friday has 11 periods and only contains a break time.

Senior School: Weekly Subject Time Allocations

KS4 - Year 11

Subject	Number of Periods	Total Time (hrs/mins)
English	12	4 hours
Mathematics	12	4 hours
Science (Evenly distributed between Bio/Chem/Phys)	18	6 hours
Core PE	3	1 hour
Options subjects (Art, Business St, Drama, DT, Geog, Hist, ICT, MFL, Music, GCSE PE,	8	2 hours 40 mins
Arabic	8	2 hours 40 mins
Islamic Education	4	1 hour 20 mins
PHSE	2	40 mins
Moral Education	2	40 mins

KS4 - Year 10

Subject	Number of Periods	Total Time (hrs/mins)
English	11	3 hours 40 mins
Mathematics	11	3 hours 40 mins
Science (Evenly distributed between Bio/Chem/Phys)	18	6 hours
Core PE	3	1 hour
Options subjects (Art, Business St, Drama, DT, Geog, Hist, ICT, MFL, Music, GCSE PE,	8	2 hours 40 mins
Arabic	8	2 hours 40 mins
Islamic Education	4	1 hour 20 mins
PHSE	2	40 mins
Moral Education	2	40 mins
Social Studies	2	40 mins

KS3 - Year 7, 8 & 9

Subject	Number of Periods	Total Time (hrs/mins)
English	11	3 hours 40 mins
Mathematics	11	3 hours 40 mins
Science	10	3 hours 20 mins
Core PE	6	2 hours
Arabic	8	2 hours 40 mins
Islamic Education	4	1 hour 20 mins
MFL (French or Spanish)	6	2 hours
PHSE	2	40 mins
Geography	5	1 hour 40 mins

History	5	1 hour 40 mins
Art	3	1 hour
Drama	3	1 hour
DT	3	1 hour
ICT	3	1 hour
Music	3	1 hour
Moral Education	2	40 mins
Social Studies	2	40 mins

KS5 Timetable Allocation	Subject Allocation per Week	
A Level Options	16 periods	320 minutes
BTEC Options (single)	16 periods	320 minutes
BTEC Options (double)	32 periods	640 minutes
IB Courses (SL)	8 periods	160 minutes
IB Courses (HL)	12 periods	240 minutes
TOK	6 periods	120 minutes
EE/ CAS (Allocation is shared throughout the year)	4 periods	80 minutes
MOE Arabic (GCC pupils only)	8 periods	160 minutes
Islamic (Muslim pupils only)	4 periods	80 minutes
Moral Education	2 periods	40 minutes
Physical Education	3 periods	60 minutes

2.2 Oversight and line management

Curriculum design and implementation is a decentralised process in which Heads of Department are responsible for designing a subject specific curriculum that meets the requirements of the English



National Curriculum / Examination Board requirements while also developing our pupil's Approaches to Learning (ATLs).

Principal line manages Arabic and Islamic

Head of Secondary line manages Physical Education, Art, ICT, Performing Arts, Business Studies and Economics and Design Technology.

Deputy Head of Senior School line manages English, Mathematics, Science, Geography, History, Social Studies, Moral Education, Psychology and MFL.

Each department head is met every 2/3 weeks by their line manager.

3. Expectations for Learning

The decentralised organisational structure of Senior School departments extends to curriculum delivery and assessment. The Senior School Leadership Team provides a framework within which teachers should operate, however, the specifics are developed and implemented by Middle Leaders.

3.1 Approaches to Learning (ATL)

One of the whole school's strategic targets is to develop teaching and learning. The Senior School is using the IB ATTs and ATLs as a vessel in which to develop classroom practice and improve pupil learning skills. Teachers are expected to be developing (but not limited to):

- Social Skills
- Communication Skills
- Thinking Skills
- Self-Management Skills
- Research Skills

Classroom practice and strategies are shared and developed through Senior School CPD sessions.

3.2 Success Criteria

Due to the varying requirements and modes of delivery from subject to subject, departments have developed their own form of success criteria which is implemented within lessons. The full working document can be found [HERE](#).

3.3 Assessment

Assessment falls inline with the school wide assessment points yet the form of assessment is dependent upon the department and is decided by the Head of Department.

- [KS3 Subject Assessment Overview](#)
- [KS3 Subject Grade Descriptors](#)
- [Whole School Assessment Policy](#)

4. Inclusion

The Head of Inclusion co-ordinates the Inclusion team and support needs. The Head of Inclusion attends fortnightly meetings with the Senior 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. 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 Heads of Department/ Heads of Year ensure that best practice is shared from specialists to further support teachers' understanding of individual needs. CPD is given to staff throughout the year: to whole staff groups, through provision of resources and to small groups of who require it, when working with a pupil with specific needs.

5. Reporting to Parents

The Senior School reporting framework consists of 5 data points. At each data point parents are provided with a report detailing a pupils' current and target grade in each subject, as well as their learning attributes. The last data point, at the end of the year, includes a full written report.

Parents are given a welcome seminar at the beginning of the year, led by Middle Leaders and SLT as well as one subject parents evening throughout the year. Year 7 are often given a second parents evening due to this being a key transition year.

Parents concerned about their child's academic progress may visit the school by arrangement to talk with the relevant teacher. Class teachers will be available from 7.45am most days to meet with parents but appointments must be made in advance as teachers will have duties before school.

6. Homelearning Schedule

KS3 has a set schedule for staff to follow when setting Homelearning to ensure it is evenly distributed and the tasks are of an appropriate length for the year group (See Appendix 1).

KS4/5 are set homelearning appropriate to the subject due to the course timelines and coursework/practical components (where applicable).

Appendix

Appendix 1

WEEKLY TIMETABLE FOR HOME LEARNING

Art, Music, PE, ICT, Social Studies and Drama tasks will be set on an 'ad hoc' basis and will be set using Google Classroom. These tasks may well be set on the basis of project work which may take several weeks to complete. DT will have home learning set at the beginning and end of projects to complete the designing, researching and evaluating stages.

Weekly Homelearning: Maths, English, MFL, Science, Islamic ,History, Geography, Arabic A&B

YEAR 7 - Tasks should be a **maximum of 20 minutes per task**. If subjects wish to combine 2 sets of home learning into one task, pupils should be given a suitable period of time to submit the work.

In Year 7 students are issued with a home learning diary. All homework should be written inside, you will be able to monitor what has been set and the due date. The diary will also be used as a communication tool between teachers and parents.

7A

Monday	Tuesday	Wednesday	Thursday	Friday
English	History	Arabic A	Maths	Arabic A
Science	French and Spanish	Arabic B	DT/Food Tech	Arabic B
Geography				
Islamic Education				
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

7B

Monday	Tuesday	Wednesday	Thursday	Friday
English	French and Spanish	History	Maths	Arabic A
Science		Arabic A	Geography	Arabic B
Islamic Education		Arabic B	DT/Food Tech	
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

7C

Monday	Tuesday	Wednesday	Thursday	Friday
English	Arabic A		Maths	Arabic A
Geography	Arabic B	Science		Arabic B
Islamic Education	French and Spanish	DT/Food Tech		History
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

7D

Monday	Tuesday	Wednesday	Thursday	Friday
English	Science		Maths	Geography
	Arabic A		History	Arabic A
Islamic Education	Arabic B	DT/Food Tech		Arabic B
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading
	French and Spanish			

WEEKLY TIMETABLE FOR HOME LEARNING

Art, Music, PE, ICT, Social Studies and Drama tasks will be set on an 'ad hoc' basis and will be set using Google Classroom. These tasks may well be set on the basis of project work which may take several weeks to complete. DT will have home learning set at the beginning and end of projects to complete the designing, researching and evaluating stages.

Weekly Home learning: Maths, English, MFL, Science, Islamic ,History, Geography, Arabic A&B

YEAR 8 - Year 8 tasks should be a maximum of 25 minutes per task. If subjects wish to combine 2 sets of home learning into one task, pupils should be given a suitable period of time to submit the work.

All home learning will be set using Google Classroom and due dates will appear on the calendar tab on Google classroom so pupils can keep track of their deadlines.

8A

Monday	Tuesday	Wednesday	Thursday	Friday
English		History	Geography	Islamic Ed
Science		Maths	French and Spanish	
Arabic A&B		Arabic A&B		
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

8B

Monday	Tuesday	Wednesday	Thursday	Friday
English		Maths	French and Spanish	History
Science		Geography		Islamic Ed
Arabic A&B		Arabic A&B		
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

8C

Monday	Tuesday	Wednesday	Thursday	Friday
English		Maths	Geography	Islamic Ed
Science		History	French and Spanish	
Arabic A&B		Arabic A&B		
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

8D



Monday	Tuesday	Wednesday	Thursday	Friday
English	Geography	Maths	History	Islamic Ed
Science		Arabic A&B	French and Spanish	
Arabic A&B				
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

WEEKLY TIMETABLE FOR HOME LEARNING

Art, Music, PE, ICT, Social Studies and Drama tasks will be set on an 'ad hoc' basis and will be set using Google Classroom. These tasks may well be set on the basis of project work which may take several weeks to complete. DT will have home learning set at the beginning and end of projects to complete the designing, researching and evaluating stages.

Weekly Home learning: Maths, English, MFL, Science, Islamic ,History, Geography, Arabic A&B

YEAR 9 - Year 9 tasks should be a maximum of 30 minutes per task. If subjects wish to combine 2 sets of home learning into one task, pupils should be given a suitable period of time to submit the work.

All home learning will be set using Google Classroom and due dates will appear on the calendar tab on Google classroom so pupils can keep track of their deadlines.

9A

Monday	Tuesday	Wednesday	Thursday	Friday
English	History		Science	Islamic Ed
Maths	French and Spanish	Arabic A&B		Arabic A&B
Geography				
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

9B

Monday	Tuesday	Wednesday	Thursday	Friday
English	French and Spanish	Geography	Science	Islamic Ed
Maths		Arabic A&B	History	Arabic A&B
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

9C

Monday	Tuesday	Wednesday	Thursday	Friday
English	Geography	French and Spanish	Science	Islamic Ed
Maths		Arabic A&B		Arabic A&B
				History
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading

9D

Monday	Tuesday	Wednesday	Thursday	Friday
English	Geography	French and Spanish	Science	History



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Maths		Arabic A&B		Islamic Ed
				Arabic A&B
20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading	20 mins of reading