



Curriculum Policy 2025 - 2026

Approved by:

Ms. Ilne Gevers

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July 2025

Next review date:

August 2026



Introduction

This policy outlines the purpose, nature and aims at GEMS Westminster; we believe that our curriculum should be broad, balanced and relevant. It should meet the needs of all children whatever their ability, culture or nationality and promote a love of learning and willingness to explore. We follow the National Curriculum (2014) to provide a wide and varied learning experience, enriched by our vision of “An international community of learners striving for excellence and celebrating success”.

Aims

Our Curriculum aims are:

To promote the highest level of achievement/ academic excellence for all individual children, across all subjects, in a fully inclusive manner regardless of age, gender, background or ability.

To provide a curriculum which is positive and includes meaningful learning experiences which give pupils a growing knowledge and awareness of the world in which they live, ensuring that they become responsible citizens; as well as the skills to succeed and a passion for learning.

To ensure that all learning is secured according to the principles of ‘mastery’ – i.e. a deep understanding of concepts and skills, and the ability to use and apply these principles to become critical thinkers, are in place before the next steps of learning.

To teach and promote social, moral, spiritual and cultural awareness so that children are well equipped to become active, respectful and responsible citizens.

To teach, promote and support healthy lifestyles and sustainable physical and emotional well-being.

To regularly take learning beyond the classroom through utilising the outdoor environment, local area and opportunities further afield, ensuring creative diversity.

To regularly review our curriculum provision in order to ensure that this responds to the needs of our children and the circumstances of the world around us and continues to promote memorable learning experiences and create lifelong learners.



Roles and Responsibilities

The Head of School and the Deputy Head of School (Curriculum) takes overall responsibility for the curriculum. Grade Leaders, DOL's and Subject Leaders monitor their phase's curriculum to ensure that it is implemented consistently and effectively to ensure rigorous coverage of the English National Curriculum in line with the agreed policies. In the core subjects WSR follows specific Teaching and Learning Strategies that enables students to learn a variety of skills.

Long Term Planning (LTP)

SLT produces and disseminates a Long-Term Plan before the start of the academic year. This details the work that will be covered over the course of the year, with detail for each subject in each term. They may be used in subsequent years with only minor alterations for consolidation.

Medium Term Planning (MTP)

Each Year Group produces a Termly Plan before the start of each new term, in accordance with the Long Term Plan. This gives more detail regarding the activities and learning that the children will take part in and maps progression in teaching and learning across the term. This information is then shared with parents and published on the school website in the form of a curriculum letter.

Short Term Planning (STP)

All teachers produce weekly plans for all subjects. These detail daily Learning Intentions (LO) and Success Criteria (SC), ideas for whole class teaching and for independent and group activities, and opportunities for teachers and support staff to reflect and note down comments on children's progress. The differentiation required to meet the individual needs of the children are included in the Short Term Plans. Teachers are required to plan using a standard format and have AFL strategies included. These plans are working documents and must be reflected on by the teacher's and include annotations.

The subjects offered by GEMS Westminster School – Ras Al Khaimah are:

- English
- Mathematics
- Science (Chemistry, Biology & Physics)
- Geography
- History
- Art & Design
- ICT



- Music
- UAE Studies
- Arabic A & B
- Islamic Education
- Social Studies A & B
- French (KS2)
- Physical Education
- Moral Education

Homework

WSR offers weekly homework in all core subject areas. The homework links to the teaching and learning that has taken place in class during the week and is used to reinforce prior learning only. The homework is available on the schools online platforms

Inclusion

The schools Inclusion department offers support to the children who need it to ensure that they can access the curriculum. Concerns are flagged using assessment data and teacher judgement. Once identified the children are assessed in the area of concern using the GL SEN toolkit and intervention is planned for them and recorded in an IEP which is shared with all stakeholders.

Our More Able children are identified using data from summative and teacher assessment and are catered for by WSR's quality first approach to teaching and learning.

Communicating the Curriculum to Parents

WSR communicates the curriculum to parents by sending out an overview of what is to be taught in all subjects at the beginning of each term. A weekly newsletter is also uploaded onto WSR's homework online platform which details the week ahead. During Term 3, next year's LTP will be shared with the parents of the children returning to school for the new academic year.

Extra-Curricular Opportunities

WSR offer a variety of extracurricular clubs to supplement and enrich the curriculum (see ECA Policy).



Inclusion Department

The schools SEN department offers support to the students who need it to ensure that they can access the curriculum. Concerns are flagged using assessment data, teacher judgement and external statements. Once identified the students are assessed in the area of concern using the GL SEN toolkit and intervention is planned for them and recorded in an IEP which is shared with all stakeholders. Please see below an outline of the different levels of WSR's AESN provision:

Universal

The class teacher considers how to differentiate the teaching and learning effectively to accommodate the needs of all students in the class. The class teacher recognises that child may be struggling, behind or not responding appropriately to the differentiation provided. In this instance the Class Teacher sets a Class Support Plan (CSP) to incorporate further differentiation and effective strategies to help the student to achieve at their level and ultimately progress in the classroom. This plan is developed by the teacher for an individual child and is reviewed and adjusted over time. This plan is shared with the parents and reviewed on an 8 week cycle and is usually a short term plan for a limited period. This is informed by but not limited to:

- Teacher observation records
- Pastoral Notes
- In class quizzes/assessments
- Indicator Checklists
- Success Criteria Trackers
- Parent and student consultations
- Baseline Assessments

Targeted

This will involve the assessment of the student and recognition of the issues raised by the Class Teacher. Appropriate assessments will be administered by the Inclusion Department. In class intervention will be set by the Inclusion Department with specific focus groups and individual support where required. An Individual Education Plan will be written and implemented. It will include details of input from inclusion department.

This plan is shared with the parents and reviewed on an 8 week cycle on a case by case basis.

This is informed by but not limited to:

- Teacher observation records
- In class quizzes/assessments
- Pastoral Notes
- Success Criteria Trackers
- Indicator checklists
- Diagnostic assessments in literacy/numeracy
- Parent and student consultations
- Formal observation of behaviour if necessary



Withdrawal

Withdrawal intervention for SEN students. Timetabled to be removed from class throughout the week. These student potentially will have statements or be current SEN students on the current This level of intervention is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports or statements from outside professionals (as appropriate). An Individual Education Plan is written by the Inclusion Department and with both teacher and parent input to plan appropriate intervention. This plan is shared with the parents and reviewed on an 8 week cycle.

This is informed by but not limited to:

- Teacher observation records
- In class quizzes/assessments
- Pastoral Notes
- Success Criteria Trackers
- Indicator checklists
- Diagnostic assessments in literacy/numeracy
- Parent and student consultations
- Formal observation of behaviour if necessary
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc
- Any reports or statements received from outside professionals.

G&T (Gifted and Talented)

At GEMS Westminster School – Ras Al Khaimah we use the term ‘more able and talented’ to describe learners who require opportunities for enrichment and extension that go beyond the general cohort of students. More able students given extended opportunities, will not only discover but develop their talents. The term ‘gifted and talented’ will include students who are more able across the curriculum as well of those who show talent in specific areas. At WSR our G&T categories will be defined in the following way to give clarity and understanding when providing provision:

Gifted & talented

Gifted and talented learners who have the ability to excel in one or more areas of the curriculum. We describe this as the top 5% across a year group (although not necessarily present in every year group). We will strive to identify those more able and talented students who have the potential to achieve, but do not regularly demonstrate high achievement. We will seek to identify the barriers to that achievement and help students overcome them. It is important to note that some students will appear on more than one school list e.g. it is possible for a child to appear on the Inclusion register and still be described as more able and talented. At WSR aim to provide for the needs of individual accordingly.