



Curriculum Policy

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Introduction

The English Academy is an independent school, providing education for students aged from 3.5 to 18 years. The Academy is firmly committed to the principle of providing a broad and balanced curriculum for all students. The school aims to reinforce the commitment to provide the highest quality of learning and teaching.

Aims

The aim of the Curriculum Policy Statement is to detail how the curriculum serves the needs of all students & to confirm that it does not undermine fundamental British values.

To this end, the Academy aims:

- To recognise the individual needs and talents of each student and to facilitate development of their intellectual, moral, physical, social, spiritual, cultural and creative capacities;
- To ensure that the curriculum incorporates statutory requirements, yet is flexible and relevant to students' needs;
- To prepare for the world of work and lifelong learning.

Rationale

A major aim of the Academy's curriculum is to support the school's Mission Statement.

The curriculum is designed to be broad, balanced, relevant and meeting the needs of individual learners. It needs to be constantly reviewed to ensure that the Academy is giving its students the best possible outcome.

The Academy works towards its aim through providing a challenging and stimulating programme of study, based on the National Curriculum of England and Wales and Common Entrance syllabus, with some modifications to take into account our international setting and international body of children. The Academy's creative approach to curriculum development is designed to enable all children reach the highest possible standard of personal achievement.

In the Infants department students are taught within carefully constructed mixed-ability classes in order to assist students attainment.

At KS2 students are placed in mixed ability sets in all classes, with the exception of Year 5 & 6 Maths (and Science and P.E. in KS3) where they are set by ability in two bands.

At KS3-5 students are also taught within carefully constructed mixed-ability classes in order to assist students attainment.



Timetabling

The structure of each timetable differs in each section of the Academy - Infants school; Primary school; Secondary school. In all sections of the school time must be allocated to Arabic, Islamic and Qur'an studies as dictated by the Ministry of Private Education.

In the Infants school the Academy offers a modified EYFS curriculum that includes Arabic, Islamic and Qur'an.

EYFS

- The Academy follows a thematic approach that is flexible and responsive to the interests and needs of its students.
- Core sessions are adult-led, with the remainder of the school day delivered through continuous provision.
- All seven areas of the EYFS curriculum are covered through engaging, child-centred activities. The early teaching of reading, writing and maths begins in KG and continues to develop throughout Reception, with students working towards meeting the Early Learning Goals.
- Academy EYFS facilities, including the Sand and Water Room, Gross Motor Room and Playroom, are also timetabled throughout the week.

KS1

- The Academy follows a thematic approach, making cross-curricular links wherever possible to allow for effective use of teaching time.
- Each week, students have four Literacy lessons, alongside dedicated Phonics and Guided Reading sessions, to support the development of their English skills.
- The Academy has four Mathematics lessons each week, incorporating Number Sense, to help our students develop their efficiency and confidence in Maths.
- Science and Topic are both taught for one hour each week, to ensure a broad and balanced curriculum.
- Computing is taught for 45 minutes each week.
- Academy students also have one 60-minute Music lesson and one 60-minute P.E. lesson each week, taught by specialist teachers.
- Dedicated time is given to PSHE each day through a 15-minute 'Zones of Regulation' session.
- There are five 1-hour Arabic lessons and two 1-hour Islamic lessons each week.
- Students who attend ASL and Islamic for Foreigners receive specialised lessons in smaller groups.

KS2

- ASL and Islamic for Foreigners children attend specialised lessons in a smaller group.
- Guided Reading is timetabled for 20 minutes per day
- One designated slot of "Drop Everything & Read" per week
- One designated Library slot per week
- Maths and Literacy are taught, on average, for 1 hour per day.
- Science 80 minutes per week.
- Humanities 60 minutes per week.
- ICT is on a carousel with Music for 1 hour per week with Art, Music and PE being taught by specialist teachers
- In Years 5 & 6, Kuwait Social Studies is taught for 40 minutes per week.
- STEAM lessons are taught every second week
- PSHE lessons are delivered every second week



SECONDARY SCHOOL

The Secondary School follows a 25 period week timetable with each period lasting 60 minutes. Prior to 2022 the Secondary School offered the Accelerated Programme in which a selected group of students were allowed to begin IGCSE programmes of study upon entry to Year 9. At the end of the 2021/22 academic year the decision was taken to extend the Accelerated Programme to enable more students to undertake IGCSE programmes of study in Year 9. In effect the Secondary School now operates a two year Key Stage 3 programme - Years 7 & 8. All students entering Year 9 can opt to undertake a two year or three IGCSE programme in the core subjects - English, Maths, Biology, Chemistry & Physics, with all other IGCSE programmes of study being completed over three years.

Key Stage 3

The curriculum in KS3 (Years 7 to 8) meets U.K requirements of the new National Curriculum. All students in KS3 study English, Maths, Science, PE and Humanities. The curriculum is further enhanced by the provision of Art, Enterprise, Music, Nutrition and Kuwait Social Studies. All students study Arabic and Muslim students study Islamic studies. Lessons are taught within carefully constructed mixed-ability classes in order to assist students' attainment. There is a personal development programme, PSHE.

Key Stage 4

TEA offers an extended KS4 programme that enables a high degree of flexibility for our students in Key Stage 4. The curriculum is based around the content outlined in the Cambridge International Examinations (CIE), Pearson Edexcel and AQA Oxford examination boards syllabi. There is a core of English (a choice of First or Second Language is available), Mathematics, PE, Arabic (a choice of Government, First or Second Language is available), Islamic Studies (for Muslim students), and a personal development Programme, PSHE, which includes, Careers, Enterprise, Personal, Social and Health Education.

All students begin the IGCSE programmes of study in year 9. Students can choose up to a maximum of 8 IGCSE subjects from the following :

- Arabic
- Biology
- Chemistry
- Physics
- Human Biology
- ICT
- Computer Science
- Business Studies
- Accounting
- PE
- Art
- History
- Geography
- Environmental Management
- Additional Mathematics
- Nutrition
- English Literature
- PE

Pathways

Two Year Programme

Those students who have opted for the two year IGCSE programme of study in the core subjects will begin to study two AS Level subjects at the start of Year 11.

Three Year Programme

Students in this programme take the 3 full academic years to complete all of their IGCSE studies. There is flexibility within this pathway for students to complete Maths &/or English in Year 10, providing their progress has been sustained to meet the demands of the syllabus.



Key Stage 5

The curriculum in KS5 (Years 12 and 13) is based around the content outlined in the Edexcel examination board syllabi. Students must study a minimum of 3 AS subjects, in Year 12, and a combination of AS and A2 subjects in Year 13. The choice of subjects are as follows:

- English Literature
- Maths (Pure/Statistics/Mechanics)
- Biology
- Chemistry
- Physics
- ICT
- Computer Science
- Business Studies
- History
- Travel & Tourism

EXTERNAL EXAMINATION ENTRY

Students will be entered for external examinations after discussions with their subject teachers and the Examinations Officer. Where subjects offer Core and Extended tiers, students are advised by their subject teachers, however the entry remains the decision of the student.

EXTRA CURRICULAR ACTIVITIES

A wide variety of sporting, artistic and non-academic activities complement the school's formal curriculum.

MONITORING

Constituent elements of the Curriculum Policy Statement are monitored throughout an academic year in concurrence with the Secondary Department Action Plan. Heads of Department and Subject Coordinators monitor all aspects of the curriculum primarily by analysis of curriculum reports and school performance data.

EVALUATION

The Curriculum Policy Statement is evaluated annually.