



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

Curriculum Policy (Primary)



Last Review: September 2021

Next Review: June 2022

Reviewer: Policy Committee





1. Introduction

Our vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. Doha British School's curriculum meets the requirements of the 2014 National Curriculum and is designed to reflect the needs of our school and its community, while remaining true to British values and English curriculum content. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrate traditions that are important to our community. Links between subjects are made to ensure an engaging and relevant context within which to learn. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

2. Aims

Our school curriculum is underpinned by our belief that *'all children can, need and want to learn'* and our Character Development traits. The curriculum aims to develop the knowledge and skills of all children, so that they can lead fulfilling lives and make a positive contribution to society. Our Character Development traits are:





Doha British School's curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

3. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum Programmes of Study](#), which all maintained schools in England must teach.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

See our EYFS policy for information on how our early years curriculum is delivered.

4. National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English (reading/phonics & writing)
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- Languages (Spanish and Arabic)
- PSHE



Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles, are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils – this can range from manipulatives in maths to our inquiry boxes in history. The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We take advantage of partnerships with the parent, local, national and global communities, when these will create real and meaningful contexts within the curriculum for the pupils. This is done through real and virtual experiences.

5. Roles and Responsibilities

5.1 Head of Primary

The Head of Primary is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum and those subjects, which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all Qatar's legal requirements and English standards.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

5.2 Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- Emily Byars (DHT, EYFS Lead)
- Diane Longmore (AHT: KS1, PSHE Lead, Designated Safeguarding Lead)
- Samantha Weed (AHT: LKS2 Lead, Foundation Subjects Lead, PSHE Lead, SLT Maths Link, Science SLT Link, NQT/ECT Programme)
- Saima Khan (AHT: UKS2 Lead, Foundation Subjects Lead, PSHE Lead, SLT English Link, Lesson Study Model Lead)
- Keshia Harrison (Reception Lead)
- Lynsey McHugh (KS1 English Lead)
- Amy Heath (KS2 English Lead)
- Hannah Jones (KS1 Maths Lead)
- Samuel Gillard (KS2 Maths Lead)
- Jennifer Kayes (Spanish Lead)
- Rasha Hargey (Arabic and Islamic Lead)
- Lucy Martin (Music Lead)



- Elliot Johnston (PE Lead)

5.3 The Role of the Subject Leader

The of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, key questions are clear and that progression is planned into schemes of work and seen within books.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners.

6. Organisation and Planning

6.1 Core Subjects

Our yearly curriculum maps indicate which subjects are taught – subjects are mapped horizontally and vertically. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Long and medium term plans, knowledge organisers and curriculum overviews have been written to ensure a broad and balanced curriculum is implemented. Vocabulary, knowledge and skills are progressive.

Short term and daily plans and slides are used to plan reading, writing and maths. In writing, we utilise a text-based approach to teaching writing. In reading, phonics is taught every day in EYFS and KS1 and the carousel approach to guided reading is used. In KS2, the whole class approach to teaching reading is implemented – texts from classic and contemporary authors are mapped, explored and read with the children.

In maths, we follow the WhiteRose Schemes of Learning, progression of skills and long-term plans. We also place a heavy emphasis on counting and key number facts. We use Numbots and TTRockstars to help children embed key number facts.

In Science, the Outstanding Science scheme provides the basis of our science teaching.

In Arabic and Islamic, we follow the Qatar National Curriculum for these subjects



6.2 Foundation Subjects

Languages (Spanish or Arabic) and PE are taught by specialist teachers at least twice a week. Our specialist teachers, provide subject-specific teaching and skills to a high standard.

Music is taught to all children from Year 1-6, once a week.

In history, geography, art and DT we have implemented a subject-specific approach to teaching. In conjunction with secondary specialists, we have created subject overviews, which have mapped out key vocabulary, knowledge and skills progression. Knowledge organisers provide the minimum knowledge children are expected to learn and are utilised at the beginning of every lesson. In Key Stage 1 & 2, a thematic approach to teaching allows for links to be made across the foundation subjects. Subjects are grouped (e.g. Autumn 1 art and history are taught, in Autumn 2 DT and geography are taught) to allow in-depth learning to take place.

7. Inclusion

Teachers set high expectations of all pupils. They stretch and check for understanding through targeted questioning and support by adults or through modelling and scaffolding. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with lower attainment
- Pupils with English as an additional language

The curriculum in our school is designed to provide access and opportunity for all children who attend school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents and our learning support department.

8. Monitoring and Review

Long-term and medium-term plans are monitored and co-designed by members of the senior leadership team. Book looks are also carried out to ensure clear progression is evident. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed.

SLT and subject leaders' feedback to year groups, or individuals, about their monitoring so that strengths can be shared amongst staff and areas for development can be acted upon.

9. Assessment



In maths, science, history, geography, DT and art pre and post assessments are utilised. These assessments measure progress across a unit of work. Progression of vocabulary, knowledge and skills are used to plan and assess children's understanding. Books are used to show the outcomes of children. Termly NFER tests in reading, maths, spelling, punctuation and grammar are also used to measure progress and make valid judgements in the core subjects.

10. Links with Other Policies

This policy



Thank you